

INSTRUMENT

2009-2010
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1845
3. Special Affiliation? Yes Military
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 4491
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 577
7. Highest level of academic degree offered: Bachelors of Science
8. Institution's governing entity: US Navy/Board of Visitors
9. a. Regional accreditation agency: Middle States Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: December 2005
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2010): I-FBS
2. Conference affiliation(s) or independent status (Academic Year 2010):

Baseball	Patriot League
Football	Independent
Men's Basketball	Patriot League
Men's Crew	Independent
Men's Cross Country	Patriot League
Men's Golf	Patriot League
Men's Gymnastics	Eastern College Athletic Conference
Men's Lacrosse	Patriot League
Men's Lightweight Crew	Independent
Men's Lightweight Football	Independent
Men's Soccer	Patriot League
Men's Squash	Independent
Men's Swimming	Patriot League
Men's Tennis	Patriot League
Men's Track, Indoor	Patriot League

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Men's Track, Outdoor	Patriot League
Men's Water Polo	Collegiate Water Polo Association
Men's Wrestling	Eastern Intercollegiate Wrestling Association
Mixed Rifle	Mid-American Conference
Mixed Sailing	Independent
Women's Basketball	Patriot League
Women's Cross Country	Patriot League
Women's Lacrosse	Patriot League
Women's Rowing	Patriot League
Women's Soccer	Patriot League
Women's Swimming	Patriot League
Women's Tennis	Not on File
Women's Track, Indoor	Patriot League
Women's Track, Outdoor	Patriot League
Women's Volleyball	Patriot League

3. Athletics program structure ('X' all that apply):

- ☒ one combined athletics department.
☐ separate men's and women's departments.
☐ incorporated unit separate from institution.
☐ department within a physical education division.

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

There have been no infractions since the previous certification self study.

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous certification self-study. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

The US Naval Academy added Division I intercollegiate women's lacrosse in August 2007 and women's tennis in August 2009.

The US Naval Academy constructed Wesley Brown Field House (indoor track facility), Hockey and Tennis Center, squash courts, renovated the football stadium, baseball stadium, sailing center and multiple locker room facilities.

Previous Certification Self-Study

1. Date of second cycle orientation visit and evaluation visit (if applicable):

The NCAA second cycle evaluation visit was 1-4 April 2002. A certification decision was rendered on 24 October 2002.

2. Second cycle certification status decision and date rendered by the NCAA Division I Committee on Athletics Certification (if applicable):

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SUMMARY OF ACTIONS TAKEN BY THE NCAA DIVISION I COMMITTEE ON ATHLETICS CERTIFICATION

U.S. Naval Academy

During its July 22-24, 2003 meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by the U.S. Naval Academy. Information was submitted under cover of Vice Admiral R.J. Naughton's April 3, 2003, letter and the committee's December 3, 2002, Summary of Issues document.

Certification Status

Based upon the information submitted, the committee determined that your institution should be certified.

This classification means that your institution is considered to be operating its athletics program in substantial conformity with operating principles adopted by the Association's Division I membership and that any problems identified during the course of the self-study and the peer-review team's evaluation have been corrected or were not considered to be serious enough to affect your institution's certification status.

The committee recognizes that the peer-review team made a good faith effort to review your athletics program and, as a result, may have identified issues and offered various opportunities for enhancement to improve your institution's athletics program. Your institution should feel free to review those comments to consider the extent to which they are consistent with the operating principles and would improve the quality of the athletics program. Your institution is obligated to take specific actions, however, only for those plans for improvement developed by your institution.

The committee received your institution's self-study report and any subsequent responses with the understanding that any plans for improvement outlined by your institution will be implemented according to the deadlines the institution has established but not later than the time of your institution's next certification interim-report. In any event, the plans must be carried out sufficiently in advance of your institution's next interim-report to permit a thorough evaluation of the effectiveness of those actions.

The committee hopes that the athletics certification process has helped to educate individuals across the campus about the goals and purpose of the intercollegiate athletics program, revealed the aspects of the athletics program that are worthy of praise and provided an opportunity to improve the intercollegiate athletics program.

3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):

No actions were required or taken.

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

The US Naval Academy had the following leadership changes since the last cycle:

Superintendent: VADM Rodney Rempt 2003-2007, VADM Jeffrey Fowler 2007-2010

Commandant: COL John Allen 2002-2003, CAPT Joseph Leidig 2003-2005, CAPT Bruce Grooms 2005-2006, CAPT Margaret Klein 2006-2008, CAPT Matthew Klunder 2008-2010, CAPT Robert Clark 2010 to present

Academic Dean and Provost: Dean William Miller 1997-2009, Dean Andrew Phillips 2009 to present

Dean of Admissions: Dean David Vetter 1997-2006, Dean Bruce Latta 2006 to present

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5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

Women's lacrosse and women's tennis were added as intercollegiate sports.

Certification Self-Study Information

1. Steering Committee Chair: Lou Giannotti
2. Chief report writer/editor of self-study report: 5 U.S.C. §552(b)(6)
3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated; and (b) review the self-study report after it was drafted.

There were several communications posted in the Trident (campus newspaper), Shipmate Magazine (Alumni publication), and campus-wide email. There was also a website established to invite comments from Midshipmen, faculty, staff, and alumni. NAAA also issued a media statement on its website. Briefings were given by the Faculty Athletics Representative, Director of Athletics, or the Senior Woman Administrator on several occasions to the Board of Visitors, Senior Leadership Team, Faculty Senate, Academic Assembly, NAAA coaches, staff, and team captains. In all instances the floor was opened to answer questions or concerns.

4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

Please see the attached written plan for self-study.

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the latest versions.

U.S. Naval Academy Mission

To develop midshipmen morally, mentally, and physically and to imbue them with the highest ideals of duty, honor, and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government.

Revised in March 2009 (to include the words 'graduate leaders').

US Naval Academy Vision Statement

To be the nation's premier institution for developing future naval leaders from diverse backgrounds to serve in an increasingly interdependent and dynamic world.

NAAA Mission Statement

Provide physical challenges and diverse opportunities through competitive athletics and physical education programs that contribute to the personal development of each midshipman and help prepare them for the rigors of combat leadership in the Fleet.

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Revised in September 2009.

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Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

There was a requirement to change the athletics department's mission statement to include a statement supporting equitable opportunities for all student-athletes and staff, including women and minorities relates to this section as well and was completed in April 2003. The NCAA was notified of the change in the Naval Academy's response to the preliminary findings for Cycle 2.

Action

The NAAA mission was revised.

Action Date

Completed April 2003

Explanation for partial or non-completion

Action was complete.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

No conditions were imposed in Cycle 2.

Action

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No action were required.

Action Date

No action dates were required.

Explanation for partial or non-completion

There is no explanation required.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the actions.

The Governance and Rules Sub-Committee recommended that the role of the NAAA Board of Control (BOC) be formalized because the existing guidance was too broad. A USNA Instruction was prepared for the Superintendent's signature to provide amplification and detail for the BOC. Specially, guidance with respect to review and discussion of academic topics and issues was warranted. The deadline for signature and execution is 1 May 2010.

4. Describe how the institution's chancellor or president maintains clear and direct oversight of the athletics program, including a description of reporting lines from the athletics director to the chancellor or president.

The Naval Academy is a military organization that follows a distinct chain of command. The Superintendent reports directly to the Vice Chief of Naval Operations on the Navy Staff in Washington, DC. The chain of command continues through the Chief of Naval Operations, the Secretary of the Navy, and the Secretary of Defense to the President of the United States. A Board of Visitors (BOV) is identified and directed by Title 10 U.S. Code to oversee the Naval Academy's state of morale and discipline, curriculum, instruction, physical equipment, fiscal affairs, academic methods, and other matters related to the Academy that it decides to consider (specifically, Section 6968, Title 10 U.S. Code). The BOV consists of six members appointed by the President, three appointed by the Vice President, four appointed by the Speaker of the House of Representatives, one designated by the Chairman of the Senate Armed Services Committee, and one designated by the Chairman of the House Armed Services Committee. The BOV receives quarterly briefings from the Superintendent and other senior members of the Naval Academy, and provides guidance as it deems necessary; however, the BOV is not involved in the Naval Academy's daily operation. The BOV is charged with providing an annual letter to the President of the United States describing its evaluation of the Naval Academy's state of affairs.

The Naval Academy Athletic Association (NAAA) administers the Naval Academy's intercollegiate athletics program and oversees compliance with NCAA rules. Originally founded in 1892 to promote and assist in financing midshipmen athletics, the NAAA is chartered by the State of Maryland as a private, nonprofit organization. Under the supervision of the Naval Academy's Superintendent, the NAAA Board of Control (BOC) reviews the association's operations in accordance with Naval Academy policy.

A formal Memorandum of Understanding (MOU) outlines the respective responsibilities of the Naval Academy and the NAAA to each other. An annual review of the MOU by Command Evaluation ensures that the NAAA continues to serve the Naval Academy's best interests.

The Superintendent approves all NAAA Board of Control (BOC) meeting minutes. The BOC includes four active duty military officers and three civilians. Three of the members are assigned to the BOC by position (Commandant of Midshipmen, Director of Athletics (AD), Deputy Director of Athletics); and three are Superintendent's appointees. The BOC is organized as follows:

- Chairman, Board of Control, Commandant of Midshipmen (active duty military officer)
- President, NAAA, Director of Athletics(civilian)
- Vice President, NAAA Deputy Director of Athletics (active duty military officer)
- Institutional Faculty Athletics Rep (FAR), Appointed by the Superintendent (civilian faculty member)

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- Officer Representative, Appointed by Superintendent (active duty military officer)
- Two Superintendent's Representatives (one military and one civilian), Appointed by Superintendent

The BOC is directly involved with major decisions regarding the Naval Academy's intercollegiate athletics programs. The BOC generally meets as needed. The Superintendent exercises complete oversight and control of the intercollegiate athletics program, including review of BOC meeting minutes and ultimately the approval of BOC recommendations. The Superintendent is the final authority for all athletics policy decisions.

The Executive Athletics Council (EAC) is composed of key members of the Board of Control (FAR and Deputy AD), Associate and Assistant Athletics Directors who supervise varsity sports programs and the Director of Sports Information. The EAC meets weekly and as determined by the Director of Athletics to discuss all matters pertaining to the administration of intercollegiate athletics. The EAC also recommends midshipmen to receive special athletic recognition.

5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:

- a. Chancellor or president;
- b. Athletics board or committee;
- c. Faculty senate (or other faculty governing body);
- d. Student-athlete advisory committee;
- e. Director of athletics;
- f. Faculty athletics representative;
- g. Senior woman administrator; and/or
- h. Other individual(s) or campus constituencies.

Major decisions related to intercollegiate athletics since the previous self study include:

Adding two varsity sports for women, lacrosse and tennis, and

Realigning the Academy's Physical Mission. This includes moving physical education, club sports, and intercollegiate athletics under the oversight of the Director of Athletics (AD).

a. Superintendent. While exercising his role as leader and CEO, all decisions at the Naval Academy are approved by the Superintendent. The decision to integrate the physical mission under the cognizance of the AD was directed and executed as part of the Superintendent's strategic plan. The Superintendent exercises oversight and control of the intercollegiate athletics program, including the review of Board of Control (BOC) minutes and the approval of BOC recommendations. The Superintendent is the final authority for all athletics policy decisions.

b. Athletics Board of Control (BOC). The BOC reviews the NAAA operations in accordance with Naval Academy policy. The BOC is directly involved with major decisions regarding the Naval Academy intercollegiate athletics program and meets monthly to review NAAA initiatives and the financial status of all activities.

c. Faculty Senate. The Faculty Senate was briefed on the plan to realign the physical mission via numerous discussions on the institutional strategic plan. Also, regarding the addition of the two women's sports programs, the Faculty Senate was made aware of the additions at a briefing to the Faculty Senate by the AD and FAR.

d. Student Athlete Advisory Committee (SAAC). The SAAC did not play a role or have any involvement with the above referenced major decisions. They do meet monthly and are briefed regarding issues relating to the athletics association and most specifically student-athlete welfare.

e. Director of Athletics (AD). The AD played an integral role in evaluating and executing all major decisions regarding athletics. He is a participant in the Superintendent's strategic planning process through his membership on the Academy's Senior Leadership Team. Furthermore, he chaired the Physical Mission Strategic Plan Committee where decisions regarding the addition of women's teams and the realignment of the physical mission were evaluated and recommended to the Superintendent for approval.

f. Faculty Athletics Representative (FAR). The FAR was a member of the Physical Mission Strategic Plan Committee where discussions regarding realignment and program additions were held. Additionally, the FAR sits on the Executive Athletics Council for the NAAA where weekly discussions are held regarding athletic affairs.

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g. Senior Woman Administrator (SWA). The SWA was a member of the Physical Mission Strategic Plan Committee where discussions regarding realignment and program additions were held. The SWA is also a member of the Executive Athletics Council for the NAAA where weekly discussions are held regarding all matters pertaining to the administration of intercollegiate athletics.

h. Other individuals or campus constituencies. Another group on campus that provided counsel to the Superintendent on realignment, all institutional matters pertaining to athletics, and sports additions is the Senior Leadership Team (SLT). The SLT is an advisory group of senior Naval Academy Staff who provide advice and recommendations to the Superintendent on all matters of importance, including athletics.

6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.

Under the direct supervision of the Superintendent, the NAAA Board of Control (BOC) reviews the association operations in accordance with Naval Academy policy. The Superintendent reviews and approves all BOC meeting minutes. The BOC is directly involved with all major decisions regarding the Naval Academy's intercollegiate athletics programs and makes recommendations to the Superintendent. The Superintendent is the final authority for all athletics policy decisions.

7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

Major decisions related to intercollegiate athletics since the previous self study include:

Adding two varsity sports, women's lacrosse and women's tennis, facility construction, financial affairs, personnel actions.

Realigning the Naval Academy Physical Mission. This includes moving physical education, club sports, and intercollegiate athletics under the guidance of the Director of Athletics.

a. Superintendent. All decisions at the Naval Academy are approved by the Superintendent. The decision to realign the physical mission under the cognizance of the Director of Athletics was directed and executed as part of the Superintendent's strategic plan. The Superintendent exercises oversight and control of the intercollegiate athletics program, including the review of NAAA BOC minutes and the approval of each BOC recommendation. The Superintendent is the final authority for all athletics policy decisions.

b. Athletics Board of Control (BOC). The BOC reviews all association operations in accordance with Naval Academy policy. The BOC is directly involved with major decisions regarding the Naval Academy's intercollegiate athletics program.

c. Director of Athletics. The Director of Athletics played an integral role in evaluating and executing all major decisions regarding athletics. He is a participant in the Superintendent's strategic planning process through his membership on the Academy's Senior Leadership Team. Furthermore, he chaired the Physical Mission Strategic Plan Committee where decisions regarding the addition of women's teams and the realignment of the physical mission were evaluated and recommended to the Superintendent for approval.

8. Describe how the institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units.

Under the supervision of the Naval Academy Superintendent, the NAAA Board of Control (BOC) reviews the association operations in accordance with Naval Academy policy. The BOC generally meets monthly or as needed. The Superintendent exercises complete oversight and control of the intercollegiate athletics program, including the approval of BOC meeting minutes and ultimately the approval of every BOC recommendation. The Superintendent is the final authority for all athletics policy decisions. The Superintendent achieves consistency across the Yard and

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all cost centers by taking counsel from the Senior Leadership Team (SLT). The SLT is a group of senior Naval Academy Staff who provide counsel to the Superintendent on budgets and all matters of importance, including athletics. The Superintendent, Commandant, Academic Dean and Provost, Director of Athletics, Chief Financial Officer, Chief Information Officer, Government Relations Officer, Director for Ethical Leadership, Dean of Admissions, Chief Diversity Officer, Director of the Ethics Center and the Command Master Chief are members of the SLT.

9. For each of the following individuals or groups:

- a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;
 - b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of athletics department policies (e.g., review admissions data, review academic performance data, receive periodic reports from athletics department); and
 - c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.
1. Athletics board or committee;
 2. Faculty senate (or other faculty governing body);
 3. Faculty athletics representative;
 4. Student-athlete advisory committee; and/or
 5. Other individual(s) or campus group(s).

(1) NAAA Board of Control (BOC). Under the supervision of the Naval Academy Superintendent, the BOC reviews the association operations in accordance with Naval Academy policy. The BOC is directly involved with major decisions regarding the Naval Academy intercollegiate athletics programs. The BOC generally meets as needed. The Superintendent exercises oversight and control of the intercollegiate athletics program, including the approval of BOC meeting minutes and ultimately the approval of every BOC recommendation. The Superintendent has the final authority for all athletics policy decisions.

(2) Faculty Senate. The charter of the Faculty Senate is contained in USNA Instruction 5420.33A. The charter states that all recommendations of the Faculty Senate are advisory. The Faculty Senate is tasked "to provide the Superintendent and Academic Dean and Provost with informed and prudent advice on all matters relating to the pedagogical mission of the Academy, including curriculum, methods of instruction, faculty status, academic standards, and those aspects of midshipman life that relate to the educational process".

While this statement may not imply significant interaction with the athletics department, USNA requires that all midshipmen are required to take eight semesters of physical education and fitness classes, participate in athletics (Division I, Club, or Intramural level) each season, and pass a physical readiness test each semester. As such, Physical Education faculty, some of whom are intercollegiate coaches, are full fledged members of the Faculty Senate in proportion to the faculty census. In executing the advisory mission, the senate maintains a standing Physical Development Committee. Also, the Academic Affairs Committee has a standing Subcommittee for Admissions. The Faculty Senate is afforded the opportunity to review athletics policies. The Director of Athletics personally briefs the Faculty Senate annually on the status of the NAAA and the athletics programs. Topics discussed range from individual and team performance and accomplishments, varsity athletic schedules, class attendance policies for athletes attending post season competition, to the status of tenured faculty in the physical education department who are also serving as intercollegiate coaches. Faculty Senate members are provided the opportunity to ask the Director of Athletics questions or express concerns.

(3) Faculty Athletics Representative (FAR). The Faculty Senate recommends and the Superintendent appoints the FAR to act as the liaison between the faculty and the NAAA (as required by the NCAA). This is a significant collateral duty. The FAR also works with the Student-Athlete Advisory Committee (SAAC), which consists of all varsity team captains, on issues related to student-athlete well-being. The FAR reports directly to the Superintendent, by procedure, but also has an open communication channel to the Academic Dean and Provost and Director of Athletics. Also, the FAR is a member of the Executive Athletics Council which meets weekly with the Director of Athletics to discuss all areas of intercollegiate athletics. The FAR is empowered to present issues to the Executive Athletics Council regarding academic issues and general departmental policies. The FAR is one of seven voting members of the Board of Control (BOC), which is the governing body of the NAAA. The BOC, whose minutes

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are approved by the Superintendent, is chaired by the Commandant of Midshipmen and is chartered to oversee all aspects of the athletics programs. BOC members, including the FAR, may ask the NAAA to report on any issue regarding varsity athletics/athletes such as admissions data, academic performance data, and retention/graduation rates.

Below are general duties describing how the FAR provides meaningful input into the formulation of athletics department policies as a member of the BOC. Many of these duties involve working closely with the Senior Associate Athletics Director for Admissions and Academics and the Associate Athletics Director for Compliance.

Be knowledgeable in the procedures utilized to certify student-athlete eligibility. At a minimum, periodically inspect the records for accuracy and proper documentation.

Be involved in the assurance of academic integrity and maintenance of the welfare of student-athletes.

Ensures that academic services are available to student-athletes.

Be involved in monitoring the personal welfare of the student-athletes.

Be informed of class scheduling difficulties and be of assistance to student-athletes.

Be actively involved with the captain's advisory committee (SAAC).

Coordinate with the Director of Athletics the assignment and selection of Faculty Representatives to varsity teams.

Reviews financial records and budgets of the NAAA as a member of the Finance and Compensation Sub-Committee of the BOC.

Serves as a member of the Patriot League Policy Committee which develops league policy and reviews the Academic Index data for league athletes on an annual basis.

Represents the Academy as the voting delegate at the NCAA Convention and attend any special meetings of the NCAA.

Serves as a resource for preparing the institution's self-study report and assist the NCAA external peer-review team during its on-site evaluation visit.

The FAR has the following opportunities to periodically review policy implementation related to athletics:

Reports annually to the Superintendent regarding academics and the well being of student-athletes.

Reviews periodically with the Commandant and the Director of Athletics missed class time policies to ensure they are being honored.

Meets regularly with the Director of Athletics (and Associate ADs) to discuss all aspects of the athletics program.

Reports annually, together with the Director of Athletics, to the Faculty Senate on the well being of student-athletes.

Reports periodically to the Faculty Senate regarding the operation of the athletics program.

Signs waivers of initial and continuing eligibility.

Participates in the exit interview process.

Participates in the hiring process for new coaches as assigned by the Director of Athletics.

Plays a central role in any major institutional inquiries into alleged or suspected rules violations.

Signs institutional appeals to the NCAA Subcommittee for Legislative Relief and be part of any conference action concerning an appeal.

Coordinates the nominations for NCAA postgraduate scholarships.

Reviews appeals for student-athlete transfer requests.

Administers Coaches Exam.

Attends Executive Council Meetings.

Administers NCAA Surveys.

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(4) Student-Athlete Advisory Committee (SAAC). Each sport's team captain is assigned to serve on the Captain's Committee (USNA version of SAAC). This group functions as an advisory committee to the Director of Athletics regarding issues pertinent to student-athletes. The Captain's Committee meets monthly with the Senior Woman Administrator and FAR to discuss issues specific to each team and to provide a voice for midshipmen student-athletes. The Captain's Committee also offers input on the rules, regulations and policies presented by the NCAA that affect student-athletes' lives. Team captains on the Committee act as a liaison between the NAAA and the team they represent, and are able to pass down policies and decisions. In addition to rules and regulations, the committee works with the Athletics Department to represent a positive image of midshipmen student-athletes. They brainstorm ideas for things such as community service projects and other ways to promote teams and specific events.

(5) Officer and Faculty Representatives. Each extracurricular activity at USNA, including each intercollegiate sports team, is required by Academy policy to have an Officer or Enlisted Representative to serve as role model and mentor, serve as a host institution representative for home competitions and as financial accountability officer. The Officer Representative is also responsible for the academic and military performance as well as the conduct of each student-athlete on the team. To assist in executing academic oversight responsibilities, all intercollegiate teams are also assigned a Faculty Representative. The Officer and Faculty Representatives volunteer to serve in these important roles, they are formally approved and appointed by the Superintendent to carry out the tasks defined in the Officer Rep/Faculty Rep Handbooks. The registrar's academic data are maintained in the Academy's Midshipmen Information Data System (MIDS) which documents academic performance that can be accessed and reviewed by the Coaches as well as Officer and Faculty Representatives to monitor academic performance and to ensure student-athletes maintain eligibility to compete. Officer and Faculty Representatives have no role in setting academic or athletic policy, but are instrumental in monitoring compliance and executing policies for their particular team.

(6) Company Officers/Commandant's staff. The Naval Academy has a "Dean of Students" organization in the form of a military organization headed by the Commandant of Midshipmen. The Brigade is divided into 30 companies of about 150 midshipmen from each of the four classes (Fourth Class through First Class). Each company is led by a junior military officer with five to ten years of operational experience and a senior enlisted leader with over fifteen years of military experience. The company leaders are organized in battalions of five and are accountable to a senior Naval Officer, Battalion Officer, with command experience. The five Battalion Officers then report directly to the Commandant of Midshipmen. Student-athletes are distributed throughout the 30 companies and five battalions just as non-athletes are. Company leaders execute their duties through a midshipmen leadership organization staffed by midshipmen in the upper classes. The result is close monitoring of the academic, military, and athletic performance of all midshipmen, including all intercollegiate student-athletes. As this organization controls the permissions necessary to execute daily events in all midshipmen's lives, it is necessarily involved in the day-to-day execution of athletics department policies. As an example, a Commandant of Midshipmen Instruction (4653.1H) authorizes and provides rules for the execution of all midshipmen travel, including travel to away intercollegiate competitions.

10. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster club, support group or foundation boards.

The USNA Foundation supports the institution through privately-donated financial support. All private financial support must be requested by the Director of Athletics and endorsed for approval by the USNA Superintendent before being considered by the USNA Foundation. Additionally, all private contributions to the institution are audited each year to ensure that they are being utilized in accordance with the Superintendent's direction.

Four intercollegiate sports have specific booster groups. Friends of Navy Mens Lacrosse, Friends of Navy Mens Tennis, Friends of Navy Football and Brigade Wrestling are primarily parent organizations that support their particular sport. All monies raised and donated are deposited directly with NAAA. Each group has institutional oversight via their business office liaison.

11. Provide the composition of the athletics board or committee (including titles and positions).

The NAAA Board of Control (BOC) reviews the association operations in accordance with Naval Academy policy. The BOC is directly involved with major decisions regarding the Naval Academy intercollegiate athletics programs. The BOC generally meets monthly or as needed. The Superintendent exercises complete oversight and control of

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the intercollegiate athletics program, including the approval of BOC meeting minutes and the approval of BOC recommendations. The Superintendent is the final authority for all athletics policy decisions. The BOC includes four active duty military officers and three civilians. Three members are automatically on the BOC (Commandant of Midshipmen, Director of Athletics, and Deputy Director of Athletics); and three are Superintendent's appointees. The BOC is organized as follows:

- Chairman, Board of Control, Commandant of Midshipmen (active duty military officer)
- President, NAAA, Director of Athletics (civilian)
- Vice President, NAAA, Deputy Director of Athletics (active duty military officer)
- Institutional Faculty Athletics Representative, Appointed by the Superintendent (civilian faculty member)
- Officer Representative, Appointed by the Superintendent (active duty military officer)
- Two Superintendent's Representatives (one military and one civilian), Appointed by the Superintendent

12. Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:

1. budget;
2. accounting;
3. purchasing; and
4. debt management.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

The NAAA Board of Control (BOC) reviews the association's operations in accordance with Naval Academy policy and as such is directly involved with major decisions regarding the NAAA. The BOC Finance and Compensation Sub-Committee, which is comprised of Mr. Robert Parsons, Naval Academy CFO, Ms. Barbara Brozen, Senior Associate Athletics Director for Business, and Professor 5 U.S.C. §552(b)(6), Institutional Faculty Athletics Representative reviews all financial statements of the NAAA. Prior to each fiscal year, the Senior Associate Athletics Director presents the NAAA budget to the Finance and Compensation Sub-Committee. The Sub-Committee is responsible for reviewing and recommending the annual budget to the Board of Control. The Board of Control forwards the budget to the Superintendent for final approval. Further, the Committee reviews each month's financial statements to ensure proper accounting and debt management are in place.

13. Describe how the institution's chancellor or president and his or her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g., president's cabinet, finance committee) designated with this responsibility.

Under the supervision of the Naval Academy's Superintendent, the NAAA Board of Control (BOC) reviews the association operations in accordance with Naval Academy policy. The BOC Finance and Compensation Sub-Committee which is comprised of Mr. Robert Parsons, Naval Academy CFO, Ms. Barbara Brozen, Senior Associate Athletics Director for Business and Professor 5 U.S.C. §552(b)(6), Institutional Faculty Representative (FAR) reviews all financial aspects of the NAAA. Prior to each fiscal year, the Senior Associate Athletics Director presents the NAAA budget to the Sub-Committee. The Sub-Committee is responsible for reviewing and approving the annual budget and compensation packages of all coaches and staff. The budget is then presented to the full BOC for final approval.

14. Describe the process by which the institution's chancellor or president and his or her designee(s) conduct an administrative review of the NCAA comparative data (i.e., dashboard indicators) on an annual basis. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.

Governance and Commitment to Rules Compliance

Each year, the NAAA Business Office, in conjunction with the Compliance Office, completes the Equity in Athletics Disclosure Act form, which includes all NCAA financial statements. While much of the information comes directly from the NAAA, portions are received from the Naval Academy Business Services Division. The form is due January 15th of each year and must be approved by the Superintendent. Access to the information is also given to the Naval Academy Chief Financial Officer, who reviews all documents. Since the Chief Financial Officer is also a member of the Board of Control, he has regular access to the financial statements of the NAAA. All financial statements and budgets are approved by the Board of Control and ultimately the Superintendent.

- 15.** If the institution has developed a plan for improvement(s) during the current self-study process for Operating Principle 1.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

The Governance and Rules Sub-Committee recommended that the guidance for the NAAA Board of Control be more comprehensive and formalized. The existing guidance was too broad. A USNA Instruction was prepared for the Superintendent's signature to provide amplification and detail. The date for signature and execution is 1 May 2010. The recommendation was made by the Sub-Committee from the broad based membership of the committee. Further, the issue was discussed with the Director of Athletics, Commandant of Midshipmen (Chair of the Board of Control), Faculty Athletics Representative, and members of the NCAA Steering Committee who were in agreement that more detailed, written guidance was needed. The USNA instruction followed the best practices of governing boards recommended by the NCAA.

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No plan for improvement was required.				

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

No conditions were imposed in Cycle 2.

Action

No actions were required.

Action Date

No actions were required.

Explanation for partial or non-completion

No explanations are required.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). In each case, provide::

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

No actions or plans were required.

Action

No actions or plans were required.

Action Date

No actions or plans were required.

Governance and Commitment to Rules Compliance

Explanation for partial or non-completion

No actions or plans were required.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

No additional plans for improvement were created.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the athletics department. Specifically, the institution must provide written evidence that all individuals inside the athletics department (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Job descriptions; and
- c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), please provide an explanation.

The NAAA, under the supervision of its Board of Control and the Superintendent, has overall responsibility for maintaining compliance with NCAA rules. Every staff member is expected to have familiarity with NCAA rules and all are charged with ensuring compliance with these rules.

(a) Article III (Employment duties) in coaches' and staff contracts with the NAAA states, "the individual shall recognize and comply with all published rules and regulations of the National Collegiate Athletic Association as now constituted or as the same be amended during the term hereof". Additionally, Article V (Termination) includes the stipulation that a coach or staff member can be terminated for "failure to follow reasonable moral and ethical standards expected of him/her as a representative of the U.S. Naval Academy" and if the coach or staff member engages in a "deliberate and serious violation of National Collegiate Athletic Association Regulations".

(b) Job descriptions, for both coaches and staff, have the following phrase to ensure that employees are knowledgeable about NCAA rules, "Maintains up-to-date knowledge of athletically relevant provisions of the Academy, the NAAA, the NCAA and Conference rules, regulations, policies and procedures". Staff members not on contract sign a Rules Compliance statement thereby acknowledging they are aware of the NCAA rules and the importance of staying in compliance with them. It is the responsibility of each NAAA employee to know and follow the NCAA rules. This important function is reiterated during the interview process and the New Employee Check In when they meet with the Associate Athletic Director for Compliance.

Further, the NAAA's Policy and Procedures Manual as they pertain to athletic department personnel follows NCAA and Conference regulations:

-The NAAA ensures that an annual review of all applicable NCAA, Patriot League, and other conference rules and regulations is conducted for all NAAA coaches, administrative staff members, and student-athletes.

-While the NCAA requires each coach to annually pass the NCAA Coaches Certification test, the NAAA also expects its lead administrators to take the test as well.

-Administrative staff are briefed on NCAA and league rules, via a rules test, on a bi-annual basis to ensure they have a working knowledge of NCAA rules and regulations.

Governance and Commitment to Rules Compliance

-During the academic year, the Compliance Office sends all members of the NAAA a compliance update on a weekly basis. These updates consist of reminders of NCAA regulations, notification of new regulations or a situation when an NCAA rule could be violated.

-Applicable NCAA and league rules and regulations are reviewed each year with each intercollegiate squad prior to the signing of NCAA Student-Athlete Statement and Drug Testing Consent forms. A Student-Athlete Handbook is given to each student-athlete which sets out department policies, as well as league and NCAA regulations.

-When recruiting prospective student-athletes, coaches are required to ensure that prospects are made aware of the rules regarding activities that could violate recruiting regulations. The Compliance Office sends to the coaches computer links to the NAAA NCAA Graduation Success Rate, Federal Graduation Rate and the Academic Progress Rate, as well as the list of banned drugs and general information about official visits and recruiting rules.

(c) Coaches performance evaluations include various aspects of compliance including, Recruiting Test score, adherence to submitting required forms in a timely fashion, attendance at required meetings and effective communication with the Compliance Office. Each supervisor is responsible for evaluating the success of individuals with regard to compliance with NCAA and institutional regulations. Staff performance evaluations also include aspects of compliance, including adherence to the rules and communication with the Compliance Office.

5. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. Specifically, the institution must provide written evidence that all individuals outside the athletics department who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Job descriptions; and
- c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), please provide an explanation.

ADMISSIONS - The Dean of Admissions signs a compliance statement each year. This statement speaks to the importance of rules compliance with NCAA, league, and conference rules as well as procedures for reporting rules violations. Since all midshipmen are similarly admitted to the Academy and must meet the same admissions standards, NCAA standards compliance is not specifically part of the job description of the Dean of Admissions or other Admissions staff. Similarly, performance with respect to compliance rules is not specifically a function of the Admissions Office staff nor is it part of their performance evaluation.

REGISTRAR - The Registrar's staff signs a compliance statement each year. This statement speaks to the importance of rules compliance with NCAA, league, and conference rules as well as procedures for reporting rules violations. Since all midshipmen are held to the same academic standards, compliance is not specifically part of the job description of the Registrar's staff. Similarly, performance with respect to compliance rules is not specifically a function of the Registrar's Staff nor is it part of their performance evaluation.

6. Provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and evaluation of academic performance.

The Dean of Admissions, Mr. Bruce Latta, oversees all aspects of the admissions process. He reports directly to the Superintendent on all Admissions matters.

Certification of academic standing is done in the Registrar's Office with ultimate responsibility vested in the Registrar, Professor Michael Chamberlain, and the Assistant Registrar, Ms. [REDACTED] 5 U.S.C. §552(b)(6) Certified grades are maintained in the Midshipmen Information Data Systems data base.

Governance and Commitment to Rules Compliance

Per Federal law (Title 10) evaluation of academic performance is performed by the Academic Board which currently consists of the Superintendent, VADM Jeffrey Fowler, Commandant, CAPT Robert Clark, Academic Dean and Provost, Dr. Andrew Phillips and the three Academic Division Directors, CAPT 5 U.S.C. §552(b)(6) Col. 5 U.S.C. §552(b)(6) CAPT 5 U.S.C. §552(b)(6) and the Director of Professional Development, CAPT 5 U.S.C. §552(b)(6) Other members may be appointed by the Superintendent.

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance.

The Superintendent vests final authority for rules compliance at the Naval Academy to Mr. Chet Gladchuk, the Director of Athletics.

8. Identify the individuals inside and outside the athletics department who have rules compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:

- a. Faculty athletics representative;
- b. Director of athletics;
- c. Compliance officer/director;
- d. Coaches; and
- e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:
 1. Eligibility certification;
 2. Investigation and self-reporting of violations;
 3. Monitoring of financial aid; and
 4. APP.

All coaches and staff have a shared compliance responsibility. Each individual in the Naval Academy Athletic Association is expected to know and follow NCAA, league, and Academy rules. The Associate Athletic Director for Compliance stresses to all that should there be circumstances where they are unfamiliar, they are expected to seek assistance from the NAAA staff individual with oversight of that area or directly from the Associate Athletic Director for Compliance.

Each intercollegiate sport program is overseen by an Associate Athletics Director. The Associate Athletics Director monitors the administration of their assigned sports program to ensure they are in compliance with all rules and regulations.

Associate Athletics Directors report to the Director of Athletics and serve on his Executive Athletics Council (EAC). The EAC meets weekly to discuss the regular activities of the NAAA, as well as set policy and procedures for the athletics department.

The Director of Athletics meets weekly with the Superintendent, as well as the Senior Leadership Team, to discuss NAAA issues and overarching issues of the Academy at large.

The Institutional Faculty Athletics Representative (FAR), is appointed by the Superintendent from nominations forwarded by the Faculty Senate. This individual is a member of the NAAA's EAC which allows him or her to meet regularly with the senior staff of the athletics program. Additionally, the Institutional Faculty Athletics Representative meets each semester with the Superintendent.

The Dean of Admissions reports to the Superintendent, while the Registrar reports to the Academic Dean and Provost. Both individuals are responsible for carrying out the mission of the Naval Academy. Since student-athletes are not a segregated population, all midshipmen are treated equally.

Governance and Commitment to Rules Compliance

(1) Certification of eligibility is done via a module of the Midshipmen Information Data System (MIDS)(computer program that documents and stores all grades). All grades are input by professors and instructors and are verified by the Registrar's Office. The computer module runs automatically and a report can be generated which shows the student-athlete's academic progress. The progress is checked in the NAAA by the Senior Associate Athletics Director for Academics and Admissions, as well as the Associate Athletics Director for Compliance. A list of student-athletes who do not meet satisfactory progress, which is typically not meeting the NCAA GPA standard, is generated and distributed to the involved head coach and the FAR. The FAR, in turn, sends a letter to the student-athlete to inform him or her of their ineligibility and what he or she must do to restore their eligibility.

(2) Secondary violations are investigated and reported by the Associate Athletics Director for Compliance. Coaches and staff report violations that may have occurred, which are reviewed and documented by the Compliance Office. Other allegations submitted directly to the Compliance Office are investigated to determine if a violation has occurred. If a violation did occur, the individual is brought in, their actions are discussed and a self-report is generated and submitted to the Patriot League Conference Office. A copy of the self-report is submitted to the involved individual, the sports administrator, the Director of Athletics and the FAR. If a major violation occurs, the FAR is consulted to assist in the investigation and deliberation.

(3) The Naval Academy does not offer institutional financial aid, therefore we do not monitor any financial aid information. All midshipmen receive the same amount of pay and benefits which is managed by Midshipmen Disbursement.

(4) Grades are submitted by faculty and staff into the MIDS system. The information is verified by the Registrar's Office. After each term, all grade information is downloaded from MIDS into the Compliance Assistant (CAi). When the APP portal opens, the Associate Athletics Director for Compliance uploads the data from CAi. The Compliance Office then verifies the information in the APP to ensure the student-athletes were on an active team roster during the academic year and that their grade information is correct. At the end of all summer terms, summer grade information is input and again the data verified. The verified APP report is submitted six weeks after the start of school, typically in October.

9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

	Yes	No	N/A
Initial eligibility.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP	X		
Financial aid administration.			X
Recruiting.	X		
Camps and clinics.	X		
Investigations and self-reporting of rules violations.	X		
Rules education.	X		
Extra benefits.	X		
Playing and practice sessions.	X		
Student-athlete employment.			X
Amateurism.	X		

List of attachments

Governance and Commitment to Rules Compliance

1. Number 9.doc

10. Describe how the institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

Prior to August 1, each full-time and volunteer coach takes and must pass the NCAA Coaches Certification Exam. Prior to the exam, review sessions are offered for those individuals wishing extra preparation. The Associate AD for Compliance oversees the conduct of the exams.

In August, coaching staffs are given their NCAA Manual and NAAA Compliance Handbook. The Compliance Handbook sets out policies and procedures for compliance related activities.

All student-athletes receive a team briefing either prior to the start of pre-season or during the first week of school, depending on the sport. At this briefing, pertinent NCAA rules are reviewed and each student-athlete receives a copy of the Student-Athlete Handbook and the NCAA list of banned drugs.

Administrative staff members receive a condensed version of the NCAA Manual with information that they will find helpful to do their jobs effectively.

Team Officer and Faculty Representatives receive a handbook, specific to them, which sets out NAAA policies and procedures.

The Student-Athlete Handbook and the Compliance Handbook can be found online at www.navysports.com/compliance/navy-compliance-main.html.

11. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including the frequency and topics reviewed with each of the following groups:

- a. Boosters;
- b. Student-athletes;
- c. Athletics department staff;
- d. Coaches;
- e. Faculty; and
- f. Institutional staff outside the athletics department.

The Compliance Office works on the philosophy that individuals should "Ask Before They Act". As such, pens with the Compliance Office phone numbers are distributed at events to individuals who may have questions.

a. Boosters who are season ticketholders for football and basketball receive a booster pamphlet with their season tickets. Additionally, each week an email goes out to ticketholders with a link to the booster pamphlet. There is also a tab on the compliance web page specific to boosters to answer frequently asked questions.

b. Student-Athletes are required to attend their team meeting at the beginning of the academic year where NCAA rules regarding banned drugs, supplements, extra benefits, gambling, amateurism, academic standards and recruiting are covered. Each student-athlete receives a copy of the Student-Athlete Handbook which further details these subjects and others, including academic assistance programs and the grievance policy. Additionally, at team captain meetings, compliance items are reviewed with the expectation that the captains will share the information with their teammates.

c. Athletics department staff members receive a condensed NCAA Manual and every other year they are tested on their knowledge of NCAA rules. At the monthly department meeting, compliance information is shared and an opportunity for questions exists. A weekly compliance item is emailed to the Physical Mission staff to help them understand situations and bylaw interpretations.

d. Coaches take the Recruiting Certification Exam each summer with a review session prior. In November they are briefed on proposed legislation and given an opportunity to comment. At the monthly department meeting, compliance information is shared and an opportunity for questions exists. A weekly compliance item is emailed to the Physical Mission staff to help them understand situations and bylaw interpretations. Additional team specific information is sent out as needed.

Governance and Commitment to Rules Compliance

e. Faculty receive no specific education because all midshipmen are treated equally whether a student-athlete or not. If a faculty member is a season ticket holder they would receive the booster pamphlet as this is sent annually. A faculty member who is either a sport specific Officer or Faculty Representative would receive information in their handbook. Should questions arise, faculty members are directed to contact the NAAA Compliance Office for clarification.

f. Other institutional staff members do not receive specific education. They may receive the booster pamphlet, and defer any questions to an Officer Representative or they may contact the Compliance Office directly. Blue and Gold Officers, who assist the Admissions Office, do receive educational materials at their annual spring meeting.

12. In regard to the institution's most recent rules-compliance evaluation:

- a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation;
- b. Describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's athletics department and is knowledgeable of NCAA legislation and rules compliance practices; and
- c. Provide the date of the institution's most recent rules-compliance evaluation.

The NAAA Compliance Program evaluation was completed by Joanna Kreps, Associate Executive Director for Sports Management and Governance and Patrick Muffley, Assistant Executive Director for Sports Management and Governance of the Patriot League.

The Patriot League offers this service to all members of the league. The individuals from the conference office are both knowledgeable in compliance and have no day-to-day oversight at the Naval Academy.

The review was conducted on July 22-23, 2008.

13. The rules compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates that a specific area is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

Governance and Commitment to Rules Compliance

	Yes	No	N/A
Governance and organization.	X		
Initial-eligibility certification.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.		X	
Financial aid administration, including individual and team limits.			X
Recruiting (e.g., contacts and evaluations, official and unofficial visits).	X		
Camps and clinics.	X		
Investigations and self-reporting of rules violations.	X		
Rules education.	X		
Extra benefits.		X	
Playing and practice seasons.	X		
Student-athlete employment.			X
Amateurism.		X	
Commitment of personnel to rules compliance activities.	X		

List of attachments

1. RulesGov13.doc

- 14.** Describe the process used by the institution during the development of the self-study to review the most recent rules compliance evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.

The compliance review document was presented to the Executive Athletics Council and the recommended items to be addressed were discussed. The Associate Athletic Director for Compliance discussed corrective actions with each department head (Sr. Associate AD/Business, Associate AD/Ticket Operations and Summer Camps, Deputy Director of Athletics, Asst. AD/Administration).

The compliance review document was also presented to the Governance and Rules Subcommittee. Each member had an opportunity to review and ask questions, as well as offer input as to how the process could work better. After review and discussion, a plan of action was created.

- 15.** Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules compliance evaluation. Provide:

- a. The plan or actions implemented; and
- b. The date(s) of action(s) taken or specific timetable(s) for completion of the plan(s).

Plan of Action Timetable for Completion Completed

Contracts/employment May 2010 Yes
 letters of coaches and
 athletics staff
 include a provision
 regarding Bylaw 10.1
 and 11.2.

Governance and Commitment to Rules Compliance

Ticket Office will provide a thorough reconciliation of names and number of complimentary tickets to the Business Office. September 2008 Yes

NAAA Camps and Clinics manual be reviewed by the Compliance Office bi-annually to ensure current legislation is reflected. April 2010 Yes

Camp brochures approved by the Compliance Office prior to posting and/or printing. September 2008 Yes

- 16.** Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

Please see attached report.

List of attachments

1. Navy 2008 (2).doc

- 17.** If the institution has developed a plan(s) for improvement(s) during the current self-study process for Operating Principle 1.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

USNA does not require a plan.

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No plan for improvement was required.				

Academic Integrity

Operating Principle

2.1 Academic Standards.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the committee.

1. Condition

No conditions were imposed in Cycle 2.

Action

There were no actions required.

Action Date

There were no action dates required.

Explanation for partial or non-completion

There were no explanations required.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

The United States Naval Academy completed Cycle 2 certification without requiring plans for improvement.

Action

There were no actions required.

Action Date

There were no action dates required.

Academic Integrity

Explanation for partial or non-completion

There were no explanations required.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the NCAA Division I Academic Performance Program (APP) Data Review process, if applicable. In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution;; and
- c. The date(s) of the actions.

Since the Cycle 2 certification, the United States Naval Academy has established the position of Assistant Athletic Director for Academics. The Assistant Athletic Director for Academics monitors the academic progress of all student-athletes and is a liaison with the Academic Center, the midshipmen's academic advisor, and the midshipmen military chain of command, Faculty Representative, and Officer Representative, as necessary.

4. Describe the process by which student-athletes are admitted to the institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.

The Superintendent, as the chairman of the Academic Board establishes the objectives, criteria, and procedures that the Admissions Board uses to evaluate candidates for admission. The seven members of the Academic Board are the Superintendent, the Commandant of Midshipmen, the Academic Dean and Provost, and the four academic Division Directors. Following guidance from the Superintendent, the Admissions Board determines a candidate's scholastic (whole person) qualification. The Admissions Board consists of sixteen members of the civilian and military faculty and staff, including the Senior Associate Athletic Director for Admissions, who represents the Naval Academy Athletic Association.

Student-athletes are admitted through a process that is generally the same as for all other candidates. All must receive a nomination from an authorized source, be medically fit for a commission in the naval service, pass a candidate fitness assessment, and be scholastically qualified by the Admissions Board. Admissions Board members may present any candidate file. The Fleet Coordinator, military member of the admissions staff, presents all enlisted military records (male and female) to the Board. The Senior Associate Director of Athletics for Admissions presents records of recruited student-athletes (including diversity and female recruits) to the Board and the Diversity Admission Counselors (DACs) who are assigned to the admissions staff, present diversity candidates to the Board. These individuals are non voting members who present the records in the same manner as regular board members. In the majority of the cases, the Fleet, Athletic, and Diversity representatives have more in depth knowledge of the candidates' background and potential contribution to the Naval Academy and the Naval Service developed through personal interaction with the candidate and the candidates' teachers, families, and coaches prior to the board presentation.

5. Describe the process by which students who do not meet the institutions standard or normal entrance requirements may be admitted, and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

Academic Integrity

Candidates whose entrance test scores or other components of their academic records fall below one or more of the normal qualifying levels must present compensating qualities to the Admissions Board to be scholastically qualified. Only the Superintendent, based on the recommendation of the Admissions Board, can grant an exception to a candidate who presents a highly desirable record but whom the Board believes is at high risk academically.

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general who were so admitted. Provide these comparative data for the four most recent academic years.

For academic years 2005-2008, there were a total of six cases where prospective midshipmen with highly desirable records were presented to the Superintendent but whom the Board believed to be of high academic risk. Five of those cases were student-athletes. While that may represent 83 percent of the cases admitted through the process described in Self-Study Item No. 5, it is imperative to stress that this is five midshipmen out of a total of 4,970, or 0.10 percent between academic years 2005-2008. It should also be noted that 2008 had no candidates who went through the special process for consideration for admission.

The data illustrates the number of midshipmen admitted through the process described in Self-Study Item No. 5 is small (less than one percent) and the number of midshipmen who are admitted through this process that are also student-athletes is statistically insignificant for analysis. In 2008 there were no candidates who went through the special process for consideration for admission.

Using only the population of student-athletes for the 2005-2008 academic years, the data reflect less than one percent were admitted through this special process. For academic years 2005 and 2007, four candidates admitted through the special admissions process were midshipmen on the football team (two and two respectively) and for academic year 2006, one midshipman admitted through the process described in Self Study Item No. 5 was on the men's soccer team. There were no student-athletes who went through this process in the most recent academic year. No female student-athletes went through this process from 2005-2008.

7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

For male midshipmen, the average standardized test score has been approximately 1245 for academic years 2005-2008. For male student-athletes, the scores averaged 1193, 52 points lower. For female midshipmen, the average standardized test score has been approximately 1236 for academic years 2005-2008. For female student-athletes, the scores averaged 1221, fifteen points lower. The difference in the average standardized test scores for males and females differs by nine points. The difference in the scores for male student-athletes and female student-athletes is 28 points in favor of the females.

For Racial/Ethnic groups, there is much more variation among the standardized test scores. For example, in 2008, the highest score was 1386 and the lowest was 1089. However, this year was affected by the addition of the Other racial/ethnic category with the highest score reported by an individual who self identified in that category. If the outlier is removed, the next highest average scores were reported by the Asian/PI category at 1260, a difference of 171 points. For 2007, the highest score was reported again in the Asian/PI race category (1291), and the lowest score in the Black category (1103), a difference of 188 points. The highest average scores in 2006 were reported by the White category (1252) and the lowest average scores were reported in the Black category (1121), a difference of 131 points, and lastly for 2005, the highest average scores were reported by the NR Alien category (1300) and the lowest average scores in the Black category (1141), a difference of 159 points. The average difference in points for all years is 162 points.

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Within each racial/ethnic category for all four years, the average scores were, from highest average to lowest average, 1386 for Other, (this is for one student in 2008), 1263 for Whites, 1259 for Asian/PI, 1220 for American Indian/AN, 1184 for Hispanics, 1166 for NR Alien, and 1119 for Blacks.

For the years 2005-2008, the Black racial/ethnic category has consistently reported the lowest average standardized test scores. The highest scores have been reported by the American Indian/AN category with the exception of 2007 where the highest average score was reported by Whites (1212). For each year, there is similar variation to that of all midshipmen, with the highest score in 2008 was 1244 and the lowest 1038, a difference of 206 points, the highest score in 2007 was 1212, and the lowest 1059, a difference of 153 points. For 2006, the highest score was 1236 and the lowest was 1111, a difference of 125 points. For 2005, the highest average score is 1370 and the lowest average score is 1113. This a difference of 257 equating to an average difference of 185 points, approximately 20 points over the variation in the average scores of all plebes (freshmen).

Within each specific sports team, there is variation in the average standardized test scores across the four years of interest. For Football, the average score for four years is 1127. For Men's Basketball, the average standardized test score is 1113, with the highest and lowest scores being 69 points lower and 52 points higher. For Baseball, the average standardized test score is 1183, with the highest score 22 points higher and 21 points lower. For Men's Track and Cross Country, the average is 1238, the highest score was 23 points higher and lowest was 38 points lower, for Men's Other Sports and Mixed Sports, the average is 1222. The highest score was fourteen points higher and lowest was thirteen points lower. For the women's teams, Women's Basketball has an average standardized test score of 1143. The highest average score was 61 points higher and the lowest average score was 37 points lower. Women's Track and Cross Country teams have an average score of 1212. The highest average score was 28 points higher and the lowest average score was 34 points lower. The Women's Other Sports have an average standardized test score of 1232 with the highest average score nine points higher and the lowest score fourteen points lower. Upon analysis, the variation occurs within the scores for Men's and Women's Basketball. Historically, they have the lowest average standardized test scores when compared to the other sports categories. However, it is also evident that these two teams have the smallest number of students-athletes (i.e. smallest denominator).

8. Describe the institution's specific academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item Number 5.

The Naval Academy's academic support systems are available to all midshipmen. Services are provided to student-athletes as well as all other midshipmen. All Plebes (freshmen) are assigned a specially trained academic advisor who meets with them for the first time in July during the summer military indoctrination period. They monitor their pre-registration for their first semester, briefs them on the basics of class schedules, decorum, expectations, classroom locations, and assistance available for academic, professional, or personal problems. Academic advisors monitor progress grades and counsel deficient midshipmen as required. Academic advisors also guide plebes through the major selection process which takes place in the first two months of the spring semester. Upon selection of a major, the midshipman is assigned an advisor from the major discipline.

Individual faculty members are the primary source of academic support for midshipmen. Faculty members provide extra instruction to their midshipmen upon request, and prepare a Midshipmen Academic Performance Report for any midshipmen receiving a grade of D or F at any grading period. In addition to individual extra instruction, the following assistance is available to midshipmen with their academics:

Midshipmen Group Study Program (MGSP) review sessions: MGSP sessions are designed to allow midshipmen in the same class to review course material, solve problems, and gain an understanding of course concepts. MGSP sessions are facilitated by upper-class midshipmen who have successfully completed the course and hold weekly study sessions tailored to the needs of the instructor's courses.

Mathematics: The Theodore J. Benac Mathematics Lab is staffed by Mathematics Department faculty during periods 1-6 each class day. They provide guidance in solving mathematics problems. Additionally, there is an extensive collection of reference calculus textbooks available.

Chemistry: The Chemistry Resource Room is staffed by Chemistry faculty members during periods 1-6 each class day and several evenings per week. The Chemistry Resource Room contains several PCs loaded with standard midshipmen software packages, printers, small group study table and several chemistry education resources.

Learning Skills: A Learning Skills Course designed to improve learning strategies is available through the Academic Center.

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Tutors: Subject Matter Tutors provide small group or individual support in the evenings and are arranged through the Academic Center.

Extra Help Classes: Small (8-10 midshipmen each) Extra Help Classes provide weekly scheduled supplemental instruction to midshipmen who are potentially academically at-risk. The courses are taught by Academic Center faculty who also teach departmental courses in their discipline. Based on the departmental syllabus, the course instructors reiterate course material, review homework problems, and provide exam review.

Plebe Intervention Program: This program provides a learning skills course and extra group study in calculus to academically-at-risk plebes selected for participation based either on admissions information/Naval Academy placement exam results or early academic performance at the Naval Academy. The Program Director or other Academic Center staff closely monitors the academic progress of midshipmen assigned to the Plebe Intervention Program.

Writing Center: The English Department supports a Writing Center available to all midshipmen. English Department faculty members staff the Writing Center during the academic periods. The Writing Center also offers individual writing tutoring in the evenings and on weekends with funding provided by the English Department.

9. For the four most recent academic years, assess and evaluate acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

Analysis focused on those student-athletes who fall below the Academic Index as established by the Patriot League. This calculation is based 50 percent on test scores and 50 percent on high school performance measured by a three year cumulative grade point average. The floor is set using -2 standard deviations from the lowest full member, minus three points from a 4-year rolling average.

In the 08-09 entering class there are six student-athletes who met the criteria. All are currently enrolled and performing adequately academically averaging a 2.29 QPR.

Academic year 07-08 presented four student-athletes who met the criteria. Two have separated from USNA while the other two are averaging a 2.67 QPR. The two midshipmen that separated did so voluntarily after the first year with a 2.09 and 1.94.

The 06-07 entering class had three student-athletes, who remain and will graduate at the end of the academic year, averaging a 2.23 QPR. One student-athlete separated from the Academy voluntarily after his first year with a QPR of 2.0.

There were no student-athletes who fit the criteria, who entered in 05-06.

10. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

All incoming student-athletes must be registered with the NCAA Eligibility Center. The Compliance Office submits the names of incoming prospects to the Eligibility Center via the Institution Request List. Names are added during the prospect's senior year of high school or in the summer prior to initial induction at the Academy. After January 1, prior to the year of entrance, coaches receive copies of their Eligibility Center report on a regular basis. It is the responsibility of the coaching staff to ensure that prospects are submitting their test scores and transcripts, as well

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as answering the amateurism questionnaire.

During plebe summer, Eligibility Center workshops are set up by the Compliance Office, as needed, during the sports period. Plebes who need assistance may come at this time to register with the Eligibility Center, submit test scores or contact their high schools to have official transcripts sent. Also, any amateurism questionnaire issues can be rectified at this time.

Once official practices begin, typically after the official team meeting, each recruited/sport coded student-athlete has fourteen days to have both their academic and amateurism certification complete. Those who are not recruited, have 45 days to complete both. In Women's Crew, student-athletes may practice, but not compete, during the non-championship season without having a final certification.

Officials who have ultimate responsibility in determining student-athletes initial eligibility are:

Ms. Loretta Lamar, Associate Athletic Director Compliance
Mr. David Davis, Senior Associate Athletic Director Admissions

- 11. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.**

All transfer students are added to the Institution Request List to ensure they are certified as qualifiers, have completed their amateurism questionnaire, and are certified as an amateur. While transfer academic credit is not accepted at the Naval Academy, transcripts are reviewed to verify hours and GPA to ensure each prospect meets all transfer requirements. A two-year transfer will submit a copy of his/her junior college transcript to the Compliance Office. The Compliance Office ensures that the prospect has the needed GPA and an average of twelve hours per term of transferable credit. Once verified, the information is placed on the Transfer tab of the Compliance Assistant. A four-year transfer will have on file in the Compliance Office both a letter showing permission to contact from their previous institution and a transfer tracer form. The information on the transfer tracer form will be used to determine eligibility and whether the student-athlete meets the one-time transfer exception. Once information is verified, it will be placed on the transfer tab of the Compliance Assistant. All supporting documents are filed in the Compliance Office.

The official who has ultimate responsibility in determining student-athletes' transfer eligibility is:

Ms. Loretta Lamar, Associate Athletic Director Compliance

- 12. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.**

Each semester, student-athlete's grades are monitored to ensure the student-athlete has passed a minimum of six hours of coursework and has the required Quality Point Rating, (QPR), which is the same as Grade Point Average. Student-athletes who are below the required QPR receive a letter stating they will not be eligible for the next semester. Coaches receive a listing of their students who have a low QPR. Low QPR students must meet with Academic Advisory Board, a subset of the Academic Board, who assists them in correcting their deficiencies.

Officials who have ultimate responsibility in determining student-athletes' continuing eligibility are:

Ms. Loretta Lamar, Associate Athletic Director Compliance
Mr. David Davis, Senior Associate Athletic Director Admissions

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- 13. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.**

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The most recent four-class average Federal Graduation Rate for all midshipmen is 86 percent. As previously stated, the Naval Academy does not provide any athletic aid. All midshipmen are provided the same degree of monetary support (military pay), regardless of whether or not the individual participates in varsity athletics. For this reason, the graduation rate for student-athletes who received athletics aid is not applicable and therefore is not reported on the NCAA Federal Graduation Rate Report. Using the population of recruited student-athletes in place of student-athletes on athletic aid, the FGR is 98 percent. This FGR exceeds that of all midshipmen by twelve percentage points.

- 14. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).**

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

For males, the student-athlete subgroup exceeds the FGR of all midshipmen and all male midshipmen by twelve percentage points. It is likely the same as the all midshipmen subgroup because males constitute 84.4 percent of all midshipmen. Additionally, the Federal Graduation Rates for the selected men's teams all exceed the all midshipmen FGR and the all male midshipmen FGR by at least nine points.

For females, the student-athlete subgroup FGR exceeds the FGR of all midshipmen and all female midshipmen by fourteen percentage points, and eighteen percentage points, respectively.

When ethnicity for selected Men's Teams, the data illustrates each ethnicity's FGR meets or exceeds the Team's FGR. There are a few exceptions. For example, the White racial/ethnic group in Baseball is one percentage point off the Team's FGR. Most of these racial/ethnic category FGRs were lower than the Team's FGR by a couple of points. Some of the more obvious differences include 30 points between the Other category in Men's Basketball, the twenty point difference between American Indian/Alaskan Native FGR, the twelve point difference in the Other FGR in Football, and the thirteen point difference for Hispanics in Men's Other Sports and Mixed Sports. When analyzed, the variation in these FGRs is a result of the small number of students in that racial/ethnic category. Because of the limited number of students in certain racial/ethnic categories, the samples are too small to test. Any variation would not be statistically significant. It was also noted, that the number of students who self identify as belonging to the Other racial/ethnic category has risen from zero to 28 because of the addition of Other to the racial/ethnic category since the last certification cycle. Because of the methodological change to the definition of the racial/ethnic categories, and because of the small racial/ethnic population within these selected men's teams, limited analysis is possible. It does not appear the Academy would need to develop a plan to address any issues at this time, because the majority of the racial/ethnic categories meet and exceed the all midshipmen FGR and the Team FGR.

For the women's teams, the relationship and interaction between the selected women's teams' FGRs and the racial/ethnic groups FGRs and the Overall Team FGRs because are all at 100 percent.

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- 15. Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.**

If there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The data show that, the Academy does not need to develop a plan for improvement corresponding to the Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sport's team and the most recent multiyear four-class average Federal Graduation Rate for all midshipmen. Each Team's Projected FGR, for both genders, exceeds that of All Midshipmen by an average of 10.6 percentage points for males, and 13.4 percentage points for females, and 11.8 percentage points overall. The sport's team's projected FGRs are exceeding the All Midshipmen FGR by that margin. The Academy does not believe at this time that an improvement performance plan would be necessary. However, the Academy does recognize that the Team Projected FGR for Men's Basketball is two percentage points below the All Midshipmen FGR, but given the most recent actual FGR for Men's Basketball, (97 percent) the Academy does not deem it necessary to develop an improvement plan at this time.

- 16. Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.**

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

The most recent four-year GSR for all midshipmen is 98 percent, and is met or exceeded by every team GSR for women. For men, the average GSR for all teams is 98.1, which meets the All Student-Athletes GSR and exceeds it by 0.1 percentage points. Likewise for women's teams, the All Student-Athletes average GSR is 100 percent which exceeds the All Student-Athletes GSR by two percentage points. Additionally, out of the twenty one sports teams and categories identified, more than half have a GSR of 100 percent, while three additional teams have a GSR of 99 percent. The lowest GSR is 95 percent for the men's football and water polo teams, which is three percentage points below the All Student-Athletes GSR.

These figures indicate that the Academy would does not need to develop a plan for improvement.

- 17. Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within teams) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).**

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

Based on the above data for retention by sports team and ethnicity, the Men's subgroups were:

Baseball/Asian category
Basketball/Asian category

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Football/Hispanic category
 Soccer/Asian and Hispanic categories
 Swimming/Asian category
 Outdoor Track/Black category
 Water Polo/Asian category

For Women's sports, the categories selected were:

Soccer/Hispanic category
 Indoor Track/Asian category
 Outdoor Track/Asian category

These subgroups were selected for analysis because they had a mean retention rate less than the overall mean retention rate and had a population large enough to be analyzed. The Associate Athletic Director for Compliance reviewed the records to identify the individuals who caused the Academy to lose retention points. Those student-athletes records were analyzed to identify a particular pattern or area of concern emerged for which the Academy would have to develop a plan to address.

There were a total of seven student-athletes who caused the loss of retention points. They represent nine of the eleven cases of interest, as two of the non-retained student athletes were members of two sports teams each. There was no information available on the remaining two cases. Of the seven student-athletes whose records contained complete information, three student-athletes (43 percent) left the institution, or separated under voluntary conditions, (one male and two females). One of those cases was a male, Asian member of the baseball team and is considered an allowable exclusion because he is on a church mission and expected to be readmitted. One female Hispanic student-athlete voluntarily separated and transferred to another institution, as did an Asian female student-athlete. This accounted for the lost retention points for both the Indoor and Outdoor Track teams. The lost retention points in the remaining categories (57 percent) resulted from midshipmen who had either graduated, left without finishing the term, were off the team, and/or did not participate but remained at the institution.

Because of the Naval Academy's rigorous standards of both academic and physical excellence, and because of the level of commitment required to attend a service academy it is normal to have some rate of attrition. Therefore, the Academy does not feel the need to develop a plan to address this issue, because the goal is to develop midshipmen who possess a personally motivated desire to stay and succeed, acknowledging the commitment they will undertake upon graduating. Overall analysis failed to illustrate any trend or pattern would indicate the Academy needs to address any retention issues among their student-athletes. When cross-checked against records of student-athletes not retained were midshipmen who were admitted through the special process described in item no. 5. No matches found. This further suggests that there is nothing particular about the student-athletes not retained that could have been identified as potential problem areas prior to admission, and that the retention numbers for the institution are not outside the realm of normal attrition experienced at any institution.

Therefore, the Academy feels it has in place the necessary resources and need not develop a plan for retention improvement.

18. Describe the athletics department's written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

Scheduling of competitions and practices is covered by Commandant of Midshipman Notice 1710, promulgated annually. The Commandant's Operations Officer or designated staff members process movement orders and excusals submitted by the NAAA Scheduling Officer for teams participating in scheduled events. The Senior Associate Director of Athletics for Academics and Company Officers screen student-athletes for academic eligibility prior to movement order approval and make recommendations on whether a midshipman should travel. The Commandant and Director of Athletics have agreed upon a trigger QPR dictating athletic eligibility for Varsity/JV teams. This QPR, which NAAA has set as the mandated NCAA requirement, increases with each Academic Year. Presently, the trigger QPRs are 1.8, 1.9, and 2.0 for Third Class, Second Class, and First Class midshipmen, respectively. There are no QPR restrictions for Plebes. If it is inadvisable for a midshipman to be placed on a Varsity/JV team movement order, the Company Officer forwards concerns up the chain of command to the Deputy Commandant for review. The Deputy Commandant and the Senior Associate Director of Athletics for Academics will resolve the issue.

An Intercollegiate Varsity/JV sports period is listed on the USNA weekly schedule (M-F) from 1545-1900. This time allows for coaches' meetings, team practices, post-practice trainer/treatment time, and showering/changing. NAAA

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and its coaches are responsible for ensuring that midshipmen attend evening meal and all mandatory evening events. Late meal tables are available for designated Varsity/JV teams at 1915. There is a designated night, once a week, when all Varsity/JV midshipmen are excused from the 1830 formation but required to attend evening meal with their companies. Late meals are not served on those designated evenings.

19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

Class attendance is considered a military obligation. Midshipmen must attend all classes except when excused by the Commandant. Professors are required to enter absences by name into the Midshipman Information Data System after each class. Midshipmen are required to enter reasons for all class absences. Company Officers monitor class attendance for midshipmen in their company. Student-athletes are excused from class attendance as competition schedules demand. In most cases, these absences are minimized by arranging their weekly schedules not to conflict with class, travel, or practice time. Each team has an Officer Representative and a Faculty Representative who monitors class absences. There are consequences for unauthorized absence from class.

20. Using supporting data, analyze, explain and address missed class time for the last two years for each sports team.

As reported above, class attendance is a military obligation. All absences, for any reason, are recorded in the official Midshipman Information Data System (MIDS), and reviewed by the Officer and Faculty Representatives for each team. Unauthorized absences result in conduct reports. Attached is a sample report for one of the 33 varsity sport teams. This information is available on a real-time basis for any official to review.

Absences by Sport Academic Year 2009-2010

Sport	Date	Period	Reason	Course
5 U.S.C. §552(b)(6)	MBA	8/20/08 3	Pre op	PRK EA400
		8/20/08 5	Pre op	PRK ES300
		8/20/08 2	Post op	PRK PE411
5 U.S.C. §552(b)(6)		9/30/08 3	Rosh HaShanah services	0900-1200 EE301
5 U.S.C. §552(b)(6)		9/30/08 8	Rosh HaShanah services	0900-1200 FE341
5 U.S.C. §552(b)(6)		8/20/08 4	sprained ankle	SO451
		8/20/08 5	sprained ankle	SO345
		9/12/08 5	Med follow up on ankle injury	SO345
5 U.S.C. §552(b)(6)		0/7/08 1	precomm	EE301
		0/22/08 5	ortho appt	SO345
5 U.S.C. §552(b)(6)		8/8/08 1	sick in room with nausea	SP212R
5 U.S.C. §552(b)(6)		5/29/08 1		EE301
		10/17/08 4	White House visit	PE301
5 U.S.C. §552(b)(6)		9/17/08 5	shoulder pre-op	EE301
		9/19/08 4	present, not participating in PE	PE301
5 U.S.C. §552(b)(6)		9/25/08 10	shoulder shot	HH216
		9/25/08 8	shoulder shot	FE312
		10/17/08 8	back injury	FE312
		10/7/08 4	back	PE301
5 U.S.C. §552(b)(6)		9/15/08 5	Meet w/ac advisor on reg error for next semester	EE301
5 U.S.C. §552(b)(6)		10/6/08 5	Baseball Clinic at	

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Arnold Park EE301

5 U.S.C. §552(b)(6) 10/6/08 6 Baseball Clinic at

Arnold Park FS201

5 U.S.C. §552(b)(6) 10/15/08 6 Treatment on

shoulder FS201

5 U.S.C. §552(b)(6) 10/22/08 1 back treatment HH383

5 U.S.C. §552(b)(6) 10/24/08 1 back treatment HH383

5 U.S.C. §552(b)(6) 10/8/08 1 SO262

5 U.S.C. §552(b)(6) 10/08/08 1 vomiting SO345

10/27/08 1 follow up on foot SO345

5 U.S.C. §552(b)(6) 9/29/08 5 brigade medical SO345

10/2/08 6 AT SWIMMING PE301

10/22/08 1 Ortho. till 0835 NL310

5 U.S.C. §552(b)(6) 9/26/08 4 PRK SP301

09/26/08 5 PRK SM223

09/26/08 6 PRK EN400

09/30/08 8 PRK FP210

10/6/08 4 PRK follow up SP301

10/17/08 1 I had complications

when I had precomms

in sick call this

morning. NS300

5 U.S.C. §552(b)(6) 10/17/08 3 PRK- can't swim

told instructor. PE301

5 U.S.C. §552(b)(6) 10/23/08 9 PRK Month F/U HH216

5 U.S.C. §552(b)(6) /15/08 1 Bethesda MRI EE301

/15/08 3 Bethesda MRI FE312

/15/08 4 Bethesda MRI FE310

5 U.S.C. §552(b)(6) 9/15/08 4 present but
marked absent PE301

5 U.S.C. §552(b)(6) 10/10/08 3 IC322

5 U.S.C. §552(b)(6) 10/15/08 6 went to wrong
room NE203

5 U.S.C. §552(b)(6) 9/8/08 6 LtCol (b) (6) had
him run errand. FC101

5 U.S.C. §552(b)(6) 8/25/08 3 SO231

8/25/08 4 HH215

10/20/08 4 HH215

10/20/08 5 SM221

10/20/08 6 NE203

5 U.S.C. §552(b)(6) 10/15/08 6 FS103

10/27/08 3 EI w/LT (b) (6) SM223

5 U.S.C. §552(b)(6) 9/23/08 8 Colors ran over
(Tardy) SP211

5 U.S.C. §552(b)(6) 8/29/08 6 emergent dental SP211

9/24/08 2 stomach issues HH216

5 U.S.C. §552(b)(6) 9/10/08 1 SM121

9/10/08 2 HH104

9/10/08 4 HE111S

9/10/08 5 NL110

5 U.S.C. §552(b)(6) /4/08 1 I'm a plebe. SC111

0/6/08 1 I was tardy. SC111

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8/21/08 8 I thought a
double period
starting with
period 1 was
considered 8th
period and began
at 0830 and ended
at 0945. I made
a mistake. SC111

9/10/08 1 SIQ SM121
9/10/08 3 SIQ NS101
9/10/08 5 SIQ NL110
9/10/08 6 SIQ FP130

9/15/08 1 Forgot books SC111

- 21.** Describe the means by which the athletics department's policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed- class policies (as described in Self-Study Item No. 19) are directly communicated in writing to student-athletes, athletics department staff members and appropriate faculty and administrative staff.

The policies and procedures are officially promulgated by Naval Academy notices and instructions, specifically Commandant Instruction 1730. Each student-athlete is provided a copy of the USNA Student-Athlete Handbook which communicates important information pertaining to the conduct of the athletic program at the Naval Academy.

- 22.** If the institution has developed a plan for improvement(s) during the current self-study process for Operating Principle 2.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No such plan for improvement exists.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No plan was required.				

Academic Integrity

Operating Principle

2.2 Academic Support.

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

The United States Naval Academy completed Cycle 2 and was certified by the NCAA in August 2003. There were no "conditions for certification" imposed by the committee as they relate to Operating Principle 2.2 (Academic Integrity).

Action

There were no actions.

Action Date

There were no actions.

Explanation for partial or non-completion

There was no requirement for an explanation.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). Specifically include:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the actions; and
- d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

The United States Naval Academy completed Cycle 2 certification without requiring plans for improvement.

Action

There were no actions.

Academic Integrity

Action Date

There were no actions.

Explanation for partial or non-completion

There was no requirement for an explanation.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

a) Within the Athletic Department, the position of Director, Academic Support Services was created September 1, 2007. Currently held by DeeDee Duncan-White, the purposes of the office are counseling academically at-risk student-athletes and guiding them to institutional academic support services.

b) The Mathematics Department is reviewing the Theodore J. Benac Mathematics Lab. The department serves between 1500 and 2000 midshipmen annually.

c) The English Department's new one credit hour Writing Center lab course (HE 004) was offered in August 2009. In its first year, there is a continuing effort to refine the content of the course.

d) The Writing Center is continuing its outreach effort to assist departments with Writing Across the Curriculum initiatives. The outreach began in the 2008-09 academic year. The Director of the Writing Center meets with academic departments to discuss discipline-specific writing needs/services to which the Writing Center could contribute.

4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

Academic Support

All support services are centralized and institutionally supported through the Office of the Academic Dean and Provost; and are available to every midshipmen. The support services do not distinguish between athletes and non-athletes. The support services offered by the institution are:

- a) Extra Instruction - Midshipmen meet for one-on-one sessions with their course instructors. Extra Instruction is regarded as the primary source for academic support.
- b) Theodore J. Benac Math Lab - Open each academic day on a walk-in basis, the lab is staffed by the teaching faculty of the mathematics department.
- c) Chemistry Resource Room - Open each academic day on a walk-in basis, the lab is staffed by the teaching faculty of the chemistry department.
- d) Writing Center - Open each academic day on a by-appointment basis, the lab is staffed by the teaching faculty of the English department and upper-class midshipmen.
- e) Class of 1963 Center for Academic Excellence - Open each academic day, the Academic Center offers services for learning skills, day and evening tutoring, and academic advising.
- f) Athletic Department Academic Office - This recently created (2007) resource is available to student-athletes. The office is staffed by one full-time employee of the athletic department who monitors progress and directs student-athletes to appropriate academic support.

General Advising

Academic Integrity

For advising purposes, student-athletes are part of the institutional system. Plebes are assigned advisors based on their company assignment in the residence hall. There are two to three academic advisors for a company of 30-40 freshmen. During the spring of the first year, plebes choose a major. Once major selections are complete, midshipmen are assigned new, major-specific academic advisors. The major-specific advisors are faculty members within the department and full-time employees of the institution.

Each academic department has one senior advisor. The senior advisor and the departmental chair provide oversight for all advising activities within the department. In addition, they provide training for less experienced faculty members. The advising load per faculty member is different for each department and is based on the number of midshipmen who choose the major.

At-Risk Academic Advising

Midshipmen are identified and noted as at-risk by Donald Carlson, Director of Plebe Programs in the Center for Academic Excellence. Midshipmen identified as at-risk are assigned to the Academic Counseling Program in the Center for Academic Excellence. If identified as at-risk prior to the beginning of the plebe year, the midshipmen is assigned an academic advisor in the Center for Academic Excellence.

Once a major is chosen, the at-risk plebes are re-assigned to an Academic Counseling Program major-specific advisor. Additional midshipmen can be added to the Center for Academic Excellence for academic counseling while at USNA. Identification of additional at-risk midshipmen are identified by the Academic Review Board, which meets each semester to review midshipmen with weak performance records.

There is one faculty member dedicated to full time academic counseling and six departmental faculty member liaisons. The departmental liaisons maintain their departmental responsibilities and receive a one course teaching reduction per semester.

Reporting Lines for Academic Support and Advising

Superintendent

I. Academic Dean

i. Vice Academic Dean

a. Mathematics

1. TJB Math Lab

b. Chemistry

1. Resource Room

c. English

1. Writing Center

ii. Associate Dean for Academic Affairs

a. At Risk Special Advising (3/c-1/c)

b. Freshman Programs

1. Plebe Advising

2. At Risk Intervention

c. Departmental Senior Advisors

1. Departmental Advisors

d. Academic Center

1. Study Skills

2. Evening Tutoring

3. Midshipman Group Study Program

4. Extra Help Classes

II. Faculty Representatives

III. Director of Athletics

A. Sr. Associate Director of Athletics/Academics

i. Assistant Director of Athletics/Academics

IV. Officer Representatives

V. Commandant

A. Battalion Officers

i. Company Officers

a. Midshipmen Academic Officers

Academic Integrity

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

Theodore J. Benac Mathematics Lab

Usage Rates for Staffing: Staffed by one mathematics department instructor per period, the TJB Math Lab is available for walk-in assistance during each academic day. The math lab serves approximately 150-200 midshipmen per month.

Physical Space: The TJB Math Lab is housed in a dedicated room on the first floor of Chauvenet Hall, the Math Department building. The workspace contains one desktop computer, texts, and round tables with seating. The room currently meets the needs of the mathematics department.

Financial Support: Funding for the TJB Math Lab is provided through the math department budget.

Chemistry Resource Room.

Usage Rates for Staffing: Every semester, a Chemistry Department committee member determines the Resource Room usage by class period, day of the week, and week of the semester using information provided by the attendance log-in system. During the fall semester of the 2009-10 academic year, over 9000 visits were recorded.

Open for the duration of each academic day, the Chemistry Resource Room is staffed by Chemistry faculty members who volunteer one hour per week to assist any midshipmen who comes in for help.

Physical Space: The Chemistry Resource Room is housed in a dedicated room on the first floor within the Chemistry Department in Michelson Hall. It contains twelve computers linked to a network printer and work space. The workspace currently meets the needs of the Chemistry Department.

Financial Support: Funding for the Chemistry Resource Room is provided through the Chemistry department budget. The paper and toner is provided through the Chemistry Department and the computers and printers are provided through the institution's Multimedia Support Center. Supply usage is monitored by the Chair of the Chemistry Department.

Writing Center

Usage Rates for Staffing: Under the direction of the English Department, the staffing needs of the Writing Center are reviewed each semester by the Writing Center Director and annually by the Writing Center Advisory Committee and Chair of the English Department.

Physical Space: The Writing Center is located on the ground floor of Sampson Hall. Each year the Writing Center Director, Chair, and Associate Chair of the English Department review space needs.

Financial Support: Funding for the Writing Center is provided through the English department budget.

Center for Academic Excellence

Usage Rates for Staffing: Under the supervision of the Associate Dean for Academic Affairs, the staffing needs are reported via the Director of the Academic Center. During the 2008-09 academic year, over 16,000 visits were recorded.

Physical Space: Located in Nimitz Library, the Academic Center is scheduled to move to Mitscher Hall during the 2010-11 academic year. The move will position the Academic Center within close proximity of Bancroft Hall, the midshipmen residence hall.

Financial Support: Funding the Academic Center is provided through gift funds and limited funds from the Academic Dean's cost center.

Athletic Dept Academic Office

Staffing: A position created September 1, 2007, this office is currently staffed by Ms. DeeDee Duncan-White who assists in monitoring the academic progress of student-athletes and directs them to resources for academic support.

Academic Integrity

Physical Space: One office is needed at this time. Periodic reviews will be completed by Mr. David Davis, Senior Associate Athletic Director of Academics.

Financial Support: This office is funded via the NAAA budget. Budget reviews are completed by the NAAA Board of Control.

6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):

- a. The specific academic support services offered to student-athletes (if any);
- b. Any policies that govern which students can use these services;
- c. The mechanisms by which student-athletes and staff are made aware of these services;

If the institution has additional or different academic support services not included in the following list of examples, please click "Add Academic Support Area" in the ACS.

1. Academic counseling/advising: Course selection, class scheduling, priority registration.

a. The specific academic support services offered to student-athletes (if any).

Academic support for student-athletes is provided by the institution and is available equally to all students.

1. Extra Instruction with course instructor. Appointments are made with the midshipman's course instructor at mutually convenient times.

2. Theodore J. Benac Mathematics Lab. Staffed by Mathematics Department faculty, this support service is available for walk-in assistance anytime during the academic day. The TJB Mathematics Lab is located at the front entrance of Chauvenet Hall, the Mathematics Department.

3. Chemistry Resource Room. Staffed by Chemistry Department faculty, this support service is available for walk-in assistance anytime during the academic day. The Chemistry Resource Room is located at the front entrance of Michelson Hall, the Chemistry Department.

4. Writing Center. Staffed by faculty members and midshipmen volunteers, this support service is available to all midshipmen by appointment. The Writing Center is located on the ground floor of Sampson Hall which houses the English Department.

5. Class of 1963 Center for Academic Excellence (CAE). The Center serves as the primary source for academic assistance outside of academic departments. Housed on the second floor of Nimitz Library, the Academic Center will be moving to Mitcher Hall during the 2010-11 academic year. Staffed by subject matter experts, the CAE offers:

- a. Learning skills classes and individual appointments throughout the academic day.
- b. Extra help classes during the academic day for chemistry, calculus, differential equations, physics, and some engineering.
- c. Tutoring appointments for chemistry, calculus, differential equations, statistics, English, physics, engineering, and foreign languages. Academic day appointments are offered by full-time CAE faculty members and evening appointments are offered by part-time CAE faculty members.
- d. Midshipman Group Study is a peer-tutoring program that operates during evening study hours and offers walk-in assistance. Group leaders are upper-class students who attend peer-tutoring training sessions in the CAE.
6. Athletics Department Academic Office. The office is located in Ricketts Hall, within the Athletics Department. The purposes of the office are to counsel academically weak student-athletes and guide them to institutionally sponsored academic resources.

b. Any policies that govern which students can use these services; and

1. Extra Instruction. It is expected that instructors will meet with midshipmen outside of class as needed. There is no established institutional policy that governs the number of hours faculty need to be available.

Academic Integrity

2. Theodore J. Benac Mathematics Lab: The math lab is available to all midshipmen on a walk-in basis during each academic day.

3. Chemistry Resource Room: The resource room is available to all midshipmen on a walk-in basis during each academic day.

4. Writing Center. The Writing Center is available to all midshipmen by appointment on a first-come, first-served basis.

5. Class of 1963 Center for Academic Excellence.

a. Learning skills instructors meet with any midshipmen who requests assistance in either a group setting or by individual appointments.

b. Extra help classes occur once per week for the length of the semester. Extra Help classes are open to any midshipman who registers for the class prior to the beginning of the semester, space permitting. Midshipmen are added to the sections during the semester upon request, space permitting.

c. Evening tutoring is available to any midshipmen on a first-come first served basis.

d. Midshipman Group Study is open to all midshipmen on a walk-in basis.

6. Athletic Department Academic Office: Open to any student-athlete.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Training sessions are offered through the Center for Academic Excellence by the Director of Plebe Advising to faculty members and officers who express an interest in plebe advising.

Plebes attend a briefing on academic support services during Plebe Summer prior to the beginning of their first fall semester. Academic schedules and the registration processes are discussed. This is followed by small group meetings with assigned advisors.

Based on core academic requirements, all plebes with the exception of those who validated specific courses, the plebe course selection is standardized. Upper class scheduling is directed and monitored by the midshipmen's departmental advisor with whom they are in contact no less than twice per semester.

Student-athletes are informed of academic programs in the Student-Athlete Handbook.

2. Tutoring: Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

a. The specific academic support services offered to student-athletes (if any).

Tutoring is provided in two forms: appointments with the course instructor and evening tutoring through the Center for Academic Excellence.

Extra Instruction with the instructor is available to all midshipmen as needed by scheduling an appointment. The number of midshipmen attending the session is determined by the midshipmen and instructor.

Evening Tutoring is available to all midshipmen. Sessions are scheduled using a web-based system and sessions contain a maximum of three midshipmen per session. Tutors are contractual employees and paid approximately \$32 per hour by the Academic Center. Currently, the Academic Center employs tutors in mathematics, chemistry, foreign language and some engineering courses. Tutors have a minimum of a masters degree; eight tutors currently hold a doctoral degree.

Assistance for at-risk students: At-risk midshipmen have access to all academic assistance programs identified: Extra Instruction, TJB Math Lab, Chemistry Resource Room, Writing Center, and the Center for Academic Excellence.

b. Any policies that govern which students can use these services; and

Academic Integrity

Tutoring is available to all midshipmen of the US Naval Academy.

- c. The mechanisms by which student-athletes and staff are made aware of these services.

Midshipmen are made aware of tutoring through the Center for Academic Excellence, their professors, their academic advisors and from other midshipmen.

3. Academic progress monitoring and reporting: Individual's responsibility, frequency, procedures for periodic grade and attendance checks.

- a. The specific academic support services offered to student-athletes (if any).

Midshipmen are tested at six, twelve, and sixteen weeks during the semester. Faculty submit grades on all midshipmen and academic performance reports. Midshipmen below a 2.0 QPR are placed on academic probation, at the end of the semester. This applies to all midshipmen, including student-athletes.

- b. Any policies that govern which students can use these services; and

These policies pertain to all midshipmen.

- c. The mechanisms by which student-athletes and staff are made aware of these services.

The Academic Dean and Provost promulgates the academic schedule and exam blocks.

4. Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).

- a. The specific academic support services offered to student-athletes (if any).

The Academy does not admit students with special academic needs.

- b. Any policies that govern which students can use these services; and

This is not applicable to the Naval Academy.

- c. The mechanisms by which student-athletes and staff are made aware of these services.

The Naval Academy application asks if a candidate requires special accommodations.

5. Assistance for at-risk students: Availability including institution-wide assistance.

- a. The specific academic support services offered to student-athletes (if any).

At-risk midshipmen have availability to all academic assistance programs identified: Extra Instruction, TJB Math Lab, Chemistry Resource Room, Writing Center, and the Center for Academic Excellence.

- b. Any policies that govern which students can use these services; and

All midshipmen at the Naval Academy may use the services.

- c. The mechanisms by which student-athletes and staff are made aware of these services.

Midshipmen are made aware of all academic support services by their professors, their coaches, their advisors and their classmates.

6. Academic support facilities: Availability of study rooms, computers and labs.

Academic Integrity

a. The specific academic support services offered to student-athletes (if any).

Chemistry Resource Room is open for the duration of each academic day and is staffed by faculty members who volunteer one hour per week to assist midshipmen who drop-in for help. This room has 12 linked computers and a printer to further assist midshipmen.

Theodore J. Benac Math Lab is open for the duration of each academic day. The workspace consists of one desktop computer, mathematics texts books and round tables with seating.

The Writing Center is open for the duration of each academic day and English faculty volunteer time to assist midshipmen in writing assignments.

The Center for Academic Excellence is open for the duration of the academic day and also offers night tutoring sessions.

b. Any policies that govern which students can use these services; and

Any midshipmen may utilize any of these services.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Midshipmen are made aware of these services by their professors, their advisors, their coaches, their Company Officers, and their classmates. Further, student-athletes have these services listed in their Student-Athlete Handbook.

7. Academic evaluation of prospective student-athletes: Review of academic profiles of prospective student-athletes.

a. The specific academic support services offered to student-athletes (if any).

Review of the profiles of prospective student-athletes is completed during the Admissions Board process, prior to offers of admission. Once admitted, midshipmen who do not perform well academically are formally reviewed each semester by the Academic Board. Those deemed at-risk by either the Admissions Board or the Academic Board are assigned to the Center for Academic Excellence for academic advising and academic support services.

b. Any policies that govern which students can use these services; and

Any midshipmen may utilize academic center support services at the Naval Academy.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Midshipmen are made aware of these services by their professors, their advisors, their coaches, their Company Officers and their classmates.

8. Student-athlete degree selection: Degree program assistance.

a. The specific academic support services offered to student-athletes (if any).

All plebes attend a Majors Brief during the spring semester where information is shared about institutional expectations. During the months of February and March, each academic department holds an "Open House" so plebes may visit the departments and discuss the academic program and current major requirements with faculty members. Plebes then select their majors in mid-March.

b. Any policies that govern which students can use these services; and

All midshipmen may utilize these services.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Academic Integrity

Midshipmen are made aware of these programs by their professors, their academic advisors, their Company Officers and their classmates.

9. Learning assessments: Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes (if any).

All incoming plebes are given a placement exam for calculus, physics, English, and chemistry. For those incoming plebes who do not complete the exam prior to arrival, an exam time is scheduled by the institution during Plebe Summer. Validation of courses is also possible in other areas, either through testing, transcripts, or syllabi on an individual basis as well in seven foreign languages.

b. Any policies that govern which students can use these services; and

All incoming plebes take placement exams.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Indoctrination during Plebe Summer informs midshipmen about these placement exams.

10. Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.

a. The specific academic support services offered to student-athletes (if any).

All plebes identified as at-risk receive a study-skills course during the first six weeks of the semester. The course is offered through the Center for Academic Excellence. Additional learning skills instruction is available to any midshipmen. Learning skills instruction is provided in either a small group setting or one-on-one.

b. Any policies that govern which students can use these services; and

While these services are directed at plebes, any midshipmen may utilize them.

c. The mechanisms by which student-athletes and staff are made aware of these services.

During Plebe Summer, incoming plebes are made aware of these services by their plebe advisors.

11. Study hall: Availability, facilities, attendance policies.

a. The specific academic support services offered to student-athletes (if any).

The institution enforces mandatory evening study hours for all midshipmen. Organized resources available include scheduled extra instruction, evening tutoring and Midshipman Group Study. Study space includes the Nimitz Library, Mitscher Hall with small group study rooms, and large classrooms. Additional academic spaces and study areas are available within different buildings. While each midshipman is issued a desktop or laptop computer for personal use at the start of the plebe year, community use computers are available on each floor of the library and in some academic buildings.

b. Any policies that govern which students can use these services; and

Evening study is mandatory and therefore all midshipmen participate.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Midshipmen are made aware of mandatory study hours by their Company Officer.

Academic Integrity

12. First year/transfer orientation: Availability, attendance requirements.

a. The specific academic support services offered to student-athletes (if any).

Orientation (Plebe Summer) occurs each summer for incoming plebes. During the orientation, the midshipmen are introduced to military culture and expectations. All plebes are required to participate in this indoctrination program.

b. Any policies that govern which students can use these services; and

This is a mandatory evolution.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Information is sent to incoming plebes in their Permit to Register Packet.

13. Mentoring: Availability of mentors, identification and assignment methods, frequency of interaction.

a. The specific academic support services offered to student-athletes (if any).

Midshipmen have consistent contact with a peer mentor and a professional mentor. A peer mentoring procedure is a designed component of the military education in the residence hall. Divided into 30 companies, upperclass midshipmen are responsible for developing the younger midshipmen to ensure military and academic success.

Professional mentors, in the form of Company Officers and Senior Enlisted, are assigned to each company. While providing military expertise, these professionals monitor the academic success of the midshipmen within their company. Additional professional mentors are academic advisors who provide subject matter and academic expertise. In parallel with the Company Officer and Senior Enlisted, the academic advisor, Officer Representative and Faculty Representative monitors the midshipmen's academic progress.

b. Any policies that govern which students can use these services; and

All midshipmen receive these services.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Midshipmen are made aware of these services by their professors, their advisors and their Company Officers and Senior Enlisted.

14. Posteligibility programs: Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes (if any).

All midshipmen are provided the same degree of monetary support (military pay), regardless of whether or not the individual participates in varsity athletics. Therefore, a midshipman who no longer participates as a student-athlete is able to continue in his or her progress toward graduation. Midshipmen continue to have access to all academic support services and receive the same monetary stipend.

b. Any policies that govern which students can use these services; and

All midshipmen receive the same level of remuneration.

c. The mechanisms by which student-athletes and staff are made aware of these services.

Academic Integrity

Midshipmen are made aware of these services by the Midshipmen Disbursing Office.

7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

The most recent self-study of academic programs for at-risk students occurred in April 1996 and is available in hard copy upon request. Another review will be completed in the Fall of 2010.

List of attachments

1. At Risk Students.pdf

8. Identify the academic authorities outside the athletics department responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

The Department of Athletics does not offer independent academic support services. All formal services are centralized and provided by the institution via Extra Instruction, the Writing Center, Chemistry Resource Room, Theodore J. Benac Mathematics Lab, and the Center for Academic Excellence. While the institution has identified reporting lines for support services, it has not identified academic authorities assigned to evaluate the services.

The USNA review of support services for at-risk midshipmen occurred during the 1994-95 academic year. During the fall of 1994, Robert H. Shapiro, Academic Dean and Provost, requested the Faculty Senate establish a committee to investigate academic support programs for at-risk students. The 1994 committee was chaired by Dr. Howard Penn, Department of Mathematics (deceased) and the 1995 committee was chaired by Dr. 5 U.S.C. §552(b)(6) Department of Chemistry (currently the Associate Dean for Faculty).

The 1994 committee was composed of nine full-time employees, four (*) of which had known supervisory responsibilities of academic support programs. No data was available on the selection process.

Howard Penn, Mathematics (committee chair)

5 U.S.C. §552(b)(6) Chair, Chemistry*

5 U.S.C. §552(b)(6) Director, Academic Center*

5 U.S.C. §552(b)(6) Chair, Mathematics*

5 U.S.C. §552(b)(6) Associate Dean for Academic Affairs*

5 U.S.C. §552(b)(6) Economics

CDR 5 U.S.C. §552(b)(6) Engineering

5 U.S.C. §552(b)(6) Weapons Systems

Other than the name of the 1995 committee chair, there is no record of the names of the committee members or the selection process used to form the committee.

The involvement in the academic support services evaluation involved two committees over two years. The 1994 committee was charged with (a) "the stipulation that academic standards should not be lowered" and (b) disregard funding concerns and make recommendations on the best "possible course to follow to allow all [midshipmen] the opportunity to become strong, independent learners, including those midshipmen who might be considered at-risk" (Self Study Report, 1996).

The 1995 committee was charged to consider the recommendations cited in the 1994 report and provide concrete recommendations for implementation. The 1994 committee determined there would be great benefit to having an external review of the Academic [Support] Programs with a focus on the needs of at-risk midshipmen. (Self Study Report, 1996)

An external Review of Programs and Services for At-Risk midshipmen was conducted in June of 1996. The final report was presented in two categories: issues of general importance to the institution, and issues which directly affect the administration of the Academic Center and the delivery of its services. This report did not discuss the TJB Math Lab, Chemistry Resource Room, or the Writing Center specifically because this support had not been established yet.

Academic Integrity

9. If the institution used an outside individual or entity (e.g. conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.

The 1994 committee that reviewed academic support services was composed of individuals employed at the Naval Academy. Members of the 1996 review of academic support were external to the Naval Academy. The process used to choose the members of the 1994 and 1996 review teams is unknown.

The visiting individuals who wrote the 1996 report were:

5 U.S.C. §552(b)(6) U.S. Military Academy
Georgine Materniak, University of Pittsburgh
Karen Smith, Rutgers University

10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved in this review.

The 1994 and 1996 evaluations were obtained from the Center for Academic Excellence and the Center for Teaching and Learning. To assist in eliminating bias, the Center for Academic Excellence was reviewed by committee members who were not part of the daily operations and were not familiar with the services offered. The annual report is produced by the Academic Center and offers a self-reported summary of the services.

Members of the review:

1. 5 U.S.C. §552(b)(6) Professor (History),
5 U.S.C. §552(b)(6) Professor (Aerospace Engineering, and
5 U.S.C. §552(b)(6) Professor (Physics) conducted interviews for:

- a. Center for Academic Excellence
 - i. Academic Counseling
 - ii. Midshipmen Group Study
 - iii. Extra Help Classes
 - iv. Learning Skills
 - v. Tutoring

2. 5 U.S.C. §552(b)(6) Assistant Professor, (Center for Academic Excellence) conducted phone interviews, personal interviews, and reviewed reports for:

- a. Writing Center
- b. Chemistry Resource Room
- c. Theodore J. Benac Mathematics Lab

A valuable component of the NCAA self-study was making this institution aware of the need for a formal review of academic support services. The Vice Academic Dean determined a self-study was needed and will invite an outside review team to evaluate all academic support programs. It is expected that the evaluation will be completed by the end of the December 2010.

11. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:

- a. The plan(s) or action(s) implemented; and
- b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

Under the supervision of Dr. 5 U.S.C. §552(b)(6) Vice Academic Dean in the Office of the Academic Dean and Provost, the institution has launched a self-study which will involve an external assessment of academic support services. The investigation will begin during the calendar year 2010. Dr. 5 U.S.C. §552(b)(6) has directed the Center for Academic

Academic Integrity

Excellence to complete a self-study this year. It is expected that a visiting committee will arrive in the fall of 2010 to complete an external review of the Center for Academic Excellence.

12. List all APR improvement plans developed and approved by the institution if required by the NCAA Division I Committee on Academic Performance. In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

1. Original Plan

No known APR improvements were required.

Action

There was no action required.

Action Date

There were no action dates required.

Explanation for partial or non-completion

There were no explanations required.

13. If the institution has developed a plan(s) for improvement(s) during the current self-study process for Operating Principle 2.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

Under the supervision of Dr. § U.S.C. §552(b)(6) Vice Academic Dean in the Office of the Academic Dean and Provost, the institution has launched a self-study which will involve an external assessment of academic support services. The investigation will begin during the calendar year 2010.

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Regular review of the Academic Center.	Regularly review the Academic Center's processes	Appoint committee to review.	5 U.S.C. §552(b)(6) Vice Academic Dean	Fall 2010

Academic Integrity

Special-Admissions

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.

Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid* who were admitted through special exception provisions during the four most recent academic years. Include nonqualifiers who were ineligible for aid. List the most recent academic year's data first.

Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid* who were admitted through special exception provisions by the total number of entering first-year students.

		1	2
		All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Percent of Specially Admitted Students	2009	0%	0%
	2008	.2%	.6%
	2007	.2%	.4%
	2006	.2%	.6%

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: (b) (6)

Title: Statistician

Academic Integrity

Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

1. Indicate the total number of entering first-year student-athletes receiving athletics aid * by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.
2. Indicate the total number of entering first-year student-athletes receiving athletics aid *. List the most recent academic year's data first.

	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports	
Year	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
2008-2009	0	352	0	17	0	12	0	49	0	30	0	151	0	7	0	22	0	64
2007-2008	2	315	0	15	0	10	2	65	0	18	0	113	0	5	0	28	0	61
2006-2007	1	288	0	18	0	11	0	45	0	23	1	128	0	7	0	15	0	41
2005-2006	2	362	0	21	0	9	2	92	0	22	0	132	0	6	0	10	0	70

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: (b) (6)

Title: Statistician

Academic Integrity

Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

		Gender							
		Male Students		Male Student Athletes		Female Students		Female Student Athletes	
	Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2008-2009	1253	1004	1205	259	1244	254	1218	93
	2007-2008	1247	1028	1175	221	1232	207	1239	94
	2006-2007	1235	1032	1188	225	1228	194	1200	63
	2005-2006	1245	1053	1204	276	1240	198	1225	86

Name of person completing this chart: (b) (6)

Title: Statistician

Academic Integrity

Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

Racial or Ethnic Group - All Entering First-year Students															
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
	Year	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2008-2009	1233	21	1260	69	1109	70	1197	113	1207	967	1089	17	1386	1
	2007-2008	1203	29	1291	57	1103	101	1187	116	1267	920	1135	12	0	0
	2006-2007	1243	32	1233	68	1121	79	1170	122	1252	918	1140	7	0	0
	2005-2006	1370	18	1251	49	1141	89	1182	111	1261	976	1300	8	0	0

Racial or Ethnic Group - All Entering First-year Student Athletes on Aid															
		Am. Ind./AN		Asian/PI		Black		Hispanic		White		NR Alien		Other	
	Year	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students	Score	# o f Students
Average Standardized Test Score	2008-2009	1244	1	1186	15	1038	27	1200	21	1227	288	0	0	0	0
	2007-2008	1180	2	1199	8	1059	31	1171	17	1212	257	0	0	0	0
	2006-2007	1236	4	1212	14	1111	16	1187	7	1194	247	0	0	0	0
	2005-2006	1370	1	1299	5	1162	36	1162	14	1221	305	0	0	0	0

Name of person completing this chart: (b) (6) _

Title: Statistician

Academic Integrity

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
	Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core- Course GPA	2008-2009	2.71	49	2.79	12	2.72	17	3.06	30	2.96	158	2.54	7	3	22	2.87	57
	2007-2008	2.59	65	2.55	10	2.66	15	3.01	18	2.9	118	2.53	5	2.94	28	2.89	56
	2006-2007	2.72	45	2.5	11	2.8	18	3.05	23	2.84	130	2.75	7	3.03	15	2.96	39
	2005-2006	2.77	92	2.5	9	2.73	21	2.93	22	2.89	132	2.67	6	2.72	10	3.01	70

		Sport Group															
		Football		M e n ' s Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		W o m e n ' s Basketball		Women's Track/ Cross Country		Women's Other Sports	
	Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
A v e r a g e Standardized Test Score	2008-2009	1106	49	1162	12	1205	17	1233	30	1236	151	1106	7	1212	22	1233	64
	2007-2008	1126	65	1079	10	1162	15	1200	18	1210	113	1204	5	1240	28	1241	61
	2006-2007	1119	45	1044	11	1179	18	1261	23	1209	128	1140	7	1178	15	1218	41
	2005-2006	1157	92	1165	9	1184	21	1256	22	1234	132	1121	6	1218	10	1235	70

Name of person completing this chart: (b) (6)

Title: Statistician

Academic Integrity

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2007-2008 NCAA Federal Graduation Rates Report

	FGR
All Students	86%
Student Athletes	%

Academic Integrity

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2007-2008 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Male SA's	All Male Students	All Male Students FGR by Racial and Ethnic Group						
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other					Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other
-	%	%	%	%	%	%	%	%	%	%	86%	76%	%	73%	83%	88%	93%	%

W o m e n ' s Team	Team FGR by Racial and Ethnic Group							T e a m FGR	A l l SA's	All Female SA's	All Female Students	All Female Students FGR by Racial and Ethnic Group						
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	N R Alien	Other					Am. Ind./AN	Asian/PI	Black	Hispanic	White	N R Alien	Other
-	%	%	%	%	%	%	%	%	%	%	82%	67%	%	67%	76%	85%	100%	%

All Student's	All Students FGR by Racial and Ethnic Group						
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other
86%	74%	%	72%	82%	87%	94%	%

Academic Integrity

Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2007-2008 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
	%	86%	86%	%	%

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR
	%	86%	82%	%	%

Academic Integrity

Academic Progress Rates

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2007-2008 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Baseball	984	%	86%
Basketball	982	%	
Cross Country	993	%	
Football	978	%	
Golf	994	%	
Gymnastics	1000	%	
Lacrosse	995	%	
Soccer	980	%	
Swimming	993	%	
Tennis	1000	%	
Track, Indoor	995	%	
Track, Outdoor	993	%	
Water Polo	980	%	
Wrestling	981	%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR

Academic Integrity

Basketball	992	%	86%
Cross Country	997	%	
Rowing	1000	%	
Lacrosse	1000	%	
Soccer	983	%	
Swimming	993	%	
Track, Indoor	988	%	
Track, Outdoor	989	%	
Volleyball	991	%	

Academic Integrity

Graduation Success Rates

Information obtained to complete this chart

- 2007-2008 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Baseball	96%	98%
Basketball	97%	
CC Track	99%	
Football	95%	
Golf	100%	
Gymnastics	100%	
Lacrosse	99%	
Non-NCAA Sponsored Sport	99%	
Rifle	100%	
Soccer	96%	
Swimming	100%	
Tennis	100%	
Water Polo	95%	
Wrestling	98%	

1	2	3
Women's Team	Team GSR	All SA's GSR

Academic Integrity

Basketball	100%	98%
CC Track	100%	
Non-NCAA Sponsored Sport	100%	
Rowing	100%	
Soccer	100%	
Swimming	100%	
Volleyball	100%	

Academic Integrity

Retention Rates - Men's Sports

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report
- 2007-2008 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity							Team Rate
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other	
Baseball		900	1000	1000	978			976
Basketball		1000	983	1000	958			971
Cross Country		1000		1000	993		**	993
Football	**	973	957	933	972		1000	967
Golf				**	989			989
Gymnastics		1000		**	1000			1000
Lacrosse				**	994		**	992
Soccer	**	933	**	923	988			975
Swimming		944			996		833	989
Tennis				1000	1000			1000
Track, Indoor	1000	1000	980	1000	988		**	993
Track, Outdoor	1000	1000	959	1000	988		**	990
Water Polo		875		**	982		1000	978
Wrestling	1000	**		**	968			966
ALL SA's	1000	960	966	976	986		938	983
ALL Male SA's	1000	960	961	978	984		917	980

Academic Integrity

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report
- 2007-2008 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity							Team Rate
	Am. Ind./AN	Asian/PI	Black	Hispanic	White	NR Alien	Other	
Basketball	**		1000		982			983
Cross Country		1000		1000	993			993
Rowing	**			1000	1000			1000
Lacrosse	**				1000			1000
Soccer				909	982		**	978
Swimming	1000	1000			989		**	990
Track, Indoor	**	875	1000	1000	996		**	993
Track, Outdoor	1000	900	1000	1000	996		**	993
Volleyball		1000	**		981			983
ALL SA's	1000	960	966	976	986		938	983
ALL Female SA's	1000	953	1000	971	991		1000	990

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

None were imposed, however, under "Governance" the requirement to change the athletics department's mission statement to include a statement supporting equitable opportunities for all student-athletes and staff, including women and minorities relates to this section as well and was completed in April 2003. The NCAA was notified of the change in the Naval Academy's response to the preliminary findings for Cycle 2.

Action

The NAAA mission was revised.

Action Date

The action was completed in April 2003.

Explanation for partial or non-completion

The action was completed in April 2003.

Gender/ Diversity Issues and Student-Athlete Well-Being

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such plans.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan;
- The institution has had personnel changes since the original development of the plan; and

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to, participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

The plan called for the annual administration of a "Quality of Life" survey to assess the perceptions of student-athletes concerning issues of professional and academic achievement, dignity, civility, and respect. These were conducted through 2006 at which time the Department of Defense began conducting a common "Climate" survey at all the military service academies in place of the individual academy's efforts. Since that time the Naval Academy has augmented this DOD survey with their own Climate Survey which is more focused on issues of leadership and mutual respect than the DOD survey.

The plan also called for the hiring of Certified Athletic Trainers to assist with women's and Olympic Sports by August 2003. This action was completed on time. All other items in the Cycle 2 plan were to be conducted on a recurring basis and continue to be executed. Appropriate comments on individual gender issues can be found in the responses to question 8.

Action

The actions were conducted through 2006 until superceded by the Department of Defense Climate surveys.

Action Date

The surveys are administered annually.

Explanation for partial or non-completion

There is no partial completion.

Gender/ Diversity Issues and Student-Athlete Well-Being

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the actions(s).

A plan to add additional women's sports to compensate for increased female enrollment and changing athletic interest resulted in the establishment of women's lacrosse in August 2007 and women's tennis in August 2009. The possible introduction of women's golf continues to be studied and is dependent on interest and resources among the female midshipmen and whether the Patriot League can attract enough other schools to provide a championship.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for athletics department staff, coaches and student-athletes.

As a military organization, the United States Naval Academy (USNA) complies not only with federal laws concerning equal opportunity and employment, but also Department of Defense and Department of the Navy rules and regulations governing the same. The Naval Academy and the Naval Academy Athletic Association (NAAA) are not only equal opportunity employers, but aggressively pursue gender diversity in our faculty, staff, student-athletes, and coaching personnel.

The military chain of command has the lead responsibility for monitoring the personal and professional development of every midshipman (athlete and non-athlete) to ensure that the opportunity to achieve full potential is fair and equal. In addition, the Naval Academy Office of Institutional Research monitors the academic and professional development of every midshipman on a continual basis and reports their status and progress towards graduation achievement to the Naval Academy, the NAAA, and the Senior Leadership of the Navy.

In addition to institution level supervision, the NAAA augments this effort by conducting an annual varsity sports evaluation using a Gender and Minority Equity Advisory Committee (GMEAC) to ensure that an equitable athletic program is maintained. The GMEAC, whose diverse membership represents the entire institution, is chaired by the Senior Woman Administrator and reviews the Naval Academy's Gender Equity Plan annually, recommending changes as appropriate to the senior leadership of the Naval Academy and the NAAA.

The Naval Academy and the NAAA are committed to ensure equity in all plans, policies and programs, including full compliance with Title IX. USNA strategic planning addresses all the needs of midshipmen including gender equity, and Title IX compliance wherever appropriate. The Strategic Plan is monitored by a gender-diverse team of USNA faculty, staff, and athletic department personnel and formal discussions on its progress and continued relevance are conducted quarterly. As part of this effort the percentage of women within the Brigade of Midshipmen has risen from sixteen to twenty percent since the last NCAA certification, additional sport facilities and venues have been added or upgraded, and two additional varsity sports have been established for women.

5. Describe how matters concerning gender equity for athletics department staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

In addition to the process outlined above, each sport is assigned a Senior Associate or Associate Athletic Director to oversee the needs of the team. Also assigned are an Officer Representative and Faculty Representative tasked with providing both oversight and liaison with the midshipmen military chain of command and the Office of the Academic Dean, respectively. These individuals are intended to address the needs and concerns of the staff, coaches, and student-athletes but none are intended to obstruct or interfere with the ability of the student-athletes and staff to have direct access to the Director of Athletics who maintains an "open door" policy.

6. For the three most recent academic years in which information is available, analyze the institution's Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

Gender/ Diversity Issues and Student-Athlete Well-Being

The Naval Academy and NAAA are committed to employing coaches who are capable of performing as professionals in an educational and military community where high standards of integrity and ethical behavior, as well as sportsmanship are valued and expected. NAAA is constantly in search of coaches who demonstrate strong leadership, coaching and teaching ability in athletics, as well as promoting academic success and sportsmanship. NAAA is dedicated to ensuring that head coaches and assistant coaches are treated equitably. Most coaches have annual contracts and a few have multi-year contracts. This is based on sport and experience, not gender. Eleven head coaches including two women are also tenured faculty members within the PE department guaranteeing them long term employment. Over the past few years, two additional head coaching positions were created: Women's Lacrosse and Women's Tennis. The Head Women's Lacrosse coach is female, whereas the Head Women's Tennis coach is a minority male. In both cases, the best individuals were hired to fill these critical positions. Within the past two years, a Women's Head Basketball coach was also hired. This individual is female and replaced a male head coach.

7. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (revenue and expense categories). If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

As previously stated, NAAA is dedicated to ensuring that head coaches and assistant coaches are treated equitably. Some coaches contracts contain clauses for post season bonuses. These are based on the nature of the sport and post season competition opportunities, not gender. Also, some coaches are tenured or tenure-tracked faculty members within the Naval Academy PE department and as government employees, not NAAA employees, their salaries and total compensation are provided in accordance with government guidelines, not by gender or sport.

Revenues for all sport programs are funded based on the needs of the program. Coaches submit an annual budget that outlines their financial need. A team's budget is approved by the Director of Athletics based on equipment, uniforms, and supplies required to outfit all student-athletes on the team. In addition, the team is allocated funds to cover travel, recruiting, and conference/tournament participation. Football, men's and women's basketball, and men's lacrosse are the only programs that generate some revenue. Revenues for men's teams averaged over \$3.5M, whereas revenues for women's teams averaged \$41K. The difference is primarily due to the significant dollars generated by football ticket sales relative to other sports.

All budgets are presented to the Director of Athletics for his review and concurrence. Once his concurrence is obtained, the budgets are provided to the Finance and Compensation subcommittee of the NAAA Board of Control for line-by-line approval. Once reviewed the budget is forwarded to the Board of Control at-large which consists of a diverse membership from both the NAAA and the Naval Academy and then to the Naval Academy Superintendent. Budgets are not final until approved by both the Board of Control and the Superintendent.

8. Using the program areas for gender issues:
 - a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;
 - b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;
 - c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
 - d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook as a guide in responding to Item No. 9 of the program area checklist.]

Gender/ Diversity Issues and Student-Athlete Well-Being

1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition, a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the Executive Steering Committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The Naval Academy currently fields 32 varsity sports, two more than the last certification cycle. All varsity sports are played at the Division I level. Sixteen athletic teams compete in the Patriot League: baseball, basketball (men's and women's), cross-country (men's and women's), golf, lacrosse (men's and women's), soccer (men's and women's), swimming (men's and women's), track (men's and women's), women's volleyball, and tennis (men's and women's). The remaining sports are members of other leagues or athletic associations except for football, which remains a non-league affiliated independent.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The two new sports are women's lacrosse and women's tennis. Approximately 32 percent of the Brigade of Midshipmen participates in varsity athletics; for women participation is approximately 43 percent. Women constitute about 20 percent of the Brigade and 24 percent of its student-athletes.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The plan for gender issues sets a goal of providing proportional athletic opportunities that reflect the interest and abilities of the Brigade.

2. Athletics Scholarships. Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the

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self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board(AEB). For this particular area, athletics aid is not applicable.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The Naval Academy does not award athletic scholarships. All midshipmen regardless of athletic participation, are members of the Armed Forces of the United States. They all receive the same free room, board, and tuition and are paid the same monthly stipend in exchange for their current and required future military service.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

All midshipmen regardless of their gender or athletic participation are treated equally as it applies to athletic scholarships of which USNA has none.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The item is included in the gender issues plan to acknowledge NCAA interest but is not considered by USNA as an issue because athletic scholarships are not part of a midshipman's experience.

3. Equipment and Supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Each team has an equipment representative who oversees the team members' equipment needs. Each student-athlete is provided warm-up and competition gear, laundry services, and appropriate footwear as required. Expenditures for uniforms, equipment, and supplies are made commensurate to the specialized needs of each sport and number of student-athletes.

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- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Analysis of the total budget and complimentary allotments from vendors for each sport in which both men's and women's teams are fielded revealed parity for most sports. The exceptions for 2008 were lacrosse where men's lacrosse, normalized for each team member, had a 40 percent larger budget and a 60 percent higher complimentary allotment than did women's lacrosse and track where women's track had both a budget and complimentary allotment 33 percent higher than men's track. Part of the difference in lacrosse is the higher cost involved in equipping the men's team with additional protection, given the more aggressive nature of the men's version of the sport, and the fact that women's lacrosse is newly started and complementary allotments should improve as the team gets better established. The track differences appear to be related to large equipment purchases.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Equipment needs are addressed in the gender issues plan with the goal of providing top quality equipment and supplies to all intercollegiate teams to ensure equity, suitability, maintenance, availability, and replacement. The plan further states in addition to equipment managers student-athletes will be required during exit interviews to comment on what they see as their relative sport equipment and supply needs.

4. Scheduling of Games and Practice Times. Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

In addition, several head coaches were interviewed to ensure accuracy of findings. Principle focus was on those coaches of similar sports.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

All athletic teams practice during the time set aside for athletic participation for all midshipmen. This is normally Monday through Friday afternoons from 3:30 to 6:00. Teams are provided equitable training opportunities during this allotted time. Physical development is an integral part of the Naval Academy mission and all midshipmen must participate in some form of athletics each semester. Games are generally scheduled during the same time period during the week or during the weekends. Exceptions to this policy are weekday basketball games and Friday competitions that start as late as 7:30, as games are scheduled by the league in other sports.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The number of games scheduled for each athletic team varies by sport. Men's and women's teams in the same sport have approximately the same number of scheduled competitions. Preseason and postseason opportunities are available for all sports in which competition is held. The sport's respective league or governing body determines the location and the schedule of these additional competitions. Patriot League championships are held for all sports for which there are league competitions.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Scheduling is addressed in the gender issues plan. The goal is to ensure parity between like sports, adequate preseason practice opportunities for program success, and a complete athletic experience for all student-athletes including high level of competition, tournaments, and appropriate travel.

5. Travel Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

To verify accuracy of the findings, Mr. Carl Tamulevich, Senior Associate Athletic Director Scheduling and Team Support, was interviewed on several occasions. Also interviewed were a number of student-athletes, who during their tenure at USNA were on sports teams with frequent travel requirements.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Per diem lodging rate is set by the NAAA and is currently \$30/day for all student-athletes, coaches and support staff. Accommodations and travel are arranged by the Senior Associate Director of Athletics for Scheduling and Team Support via a non-paid agent for all teams except football.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Hotel accommodations are equitable for all teams. Football stays in a hotel before home games. For all other teams, this is done on a case-by-case basis and normally only approved prior to competition against Army. When approved it applies to both men's and women's teams, if both are competing. Travel for all sports is normally by Naval Academy bus or van. Air travel, when utilized, is not limited to any specific

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athletic team, but assigned based on travel distance, amount of classes missed, and travel time. Assignment is equitable between genders within the same sport.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Travel is addressed in the gender issues plan with the following goals: ensure parity between like sports for transportation, lodging, and per diem; ensure transportation is safe and reasonable for the distance traveled thereby minimizing class absences; and ensure per diem provides adequate housing and meals.

6. Academic Support Services. Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

To verify the findings for this specific area, several members of the USNA Academic Center were interviewed as well as the Faculty Representatives for several athletic teams.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Full-time faculty members are required to provide extra instruction upon request. In addition, midshipmen are assigned academic advisors tasked with assisting their midshipmen with his or her academic scheduling and academic support needs. Midshipmen requiring or desiring academic assistance beyond these services can request or be assigned to study skills instruction, tutoring, and specialized counseling from the Naval Academy Academic Center. The Academic Center does not distinguish between student-athletes and non-athletes. Assistance is provided on the basis of need. The Admissions Board refers some entering midshipmen to the Academic Center based on entering qualifications. Also, the Academic Board directs other midshipmen to the Academic Center based on academic performance or indications of possible shortfalls in their preparation or study habits. Officers in charge of their respective military units, faculty members, and coaches may refer midshipmen while some midshipmen may seek help in the Academic Center of their own volition. Once assigned, midshipmen have full and equal access to the various Academic Center programs and support staff. Since the last NCAA certification visit, the Academic Center has been expanded and relocated to provide better access for midshipmen, particularly outside the normal academic day. Peer-led group instruction, facilitated by a midshipman who succeeded in the same course in a previous semester, is also available for many courses as well as individualized peer tutoring offered by several midshipmen-led extra curricular activities.

In addition to those services provided to all midshipmen, each athletic team is assigned a Faculty Representative to assist in facilitating any additional academic support required by the student-athlete on his or her assigned team. This includes counseling, arranging extra instruction, monitoring class absences and providing tutor support when traveling. Tutor support when traveling is contingent upon faculty availability. Midshipmen are also required to notify their instructors in advance of scheduled travel and remain responsible for submitting scheduled work when due and making up any work or missed material.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Academic support is available to all midshipmen based on need. Gender and athletic participation are not considerations in providing services.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Academic support services are addressed in the gender equity plan with the goal of providing necessary services to all midshipmen including student-athletes to ensure academic success and graduation. For the most recent academic year, female graduation rates have exceeded those of their male counterparts.

7. Coaches. Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions and other terms and conditions of employment.

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The goal of the NAAA is to hire a quality, mission-oriented coaching staff reflective of the midshipmen population in terms of gender. The coaches need to be seen as role models and serve as mentors as well as coaches to student-athletes. Each new hire is viewed in this context and both men and women representatives of the NAAA participate in search and hiring committees. The NAAA and the Naval Academy are both equal opportunity employers and conform to all federal rules and regulations, as well as Department of Defense guidance on equal opportunity employment.

Compensation, terms, and the duration of contracts, and the nature of coaching duties vary by sport, the current market place, and whether the position is with the NAAA or the federal government. Gender is not a consideration in any of these decisions.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The current female percentage of coaches and assistant coaches is 17 percent and 22 percent, respectively, and is in close proportion to student enrollment of 20 percent female. This is a significant improvement from our last certification.

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- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The issue of coaches is addressed in the gender issues plan with the goal of enhancing opportunities for employment, professional development, and promotion within the NAAA. This includes the requirement to have women represented on all NAAA hiring and search committees and a committed effort in selecting coaching staffs that are reflective of the midshipmen population as it relates to gender. This is a critical element in providing role models and mentors for all of our student-athletes.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

In addition, for this area, all head coaches of similar sports were contacted for input on their views concerning equity of locker rooms, practice policies, and competitive facilities.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Many of the athletic facilities at the Naval Academy were constructed prior to 1976 when it was a "male only" institution. Since the admission of women in 1976 all new and renovated facilities have fully met the Title IX requirements for gender equity. As referenced in the 2002 Self Study report, the Naval Academy Strategic Plan has focused on Facilities Excellence, specifically targeted to provide gender equity standards. Although still an ongoing effort, the Naval Academy has made great strides towards parity between like sports for locker rooms and practice and competitive facilities as outlined below in response C.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Basketball. Men's and women's teams have equitable practice and competition facilities. They alternate practicing in Halsey Field House and Alumni Hall and all competitions are held in Alumni Hall. The teams have equal locker facilities in Alumni Hall but not in Halsey Field House. This Halsey Field House discrepancy is addressed in the ongoing renovation of Halsey in the Strategic Plan.

Crew. Renovation of the crew facilities in Hubbard Hall is in progress and equitable facilities for both men's and women's crew is an integral part of the renovation.

Cross Country. Both men's and women's teams have new indoor facilities in Wesley Brown Field House and practice and competition facilities are equitable. Although the men's team has a junior varsity and the women's does not, this is driven by a significantly larger male enrollment at USNA and the women's coach's desire not to have a JV team.

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Lacrosse. Both men's and women's teams have new locker facilities and equitable practice and competition venues.

Rifle. Rifle is a coed team and they share facilities.

Sailing. The Robert Crown Sailing Center recently renovated both men's and women's locker rooms.

Soccer. Both men's and women's teams have equitable locker facilities and share the Glenn Warner Stadium competition venue.

Swimming/Diving. Both men's and women's locker rooms were recently renovated and they share practice and competition facilities.

Tennis. As this is the first year that there has been a Varsity Women's Tennis team, there are still ongoing changes in the area of locker rooms and outdoor practice facilities. The men's team utilizes the Dyer Tennis Facility on the Yard for practice, competition, locker rooms, and clubhouse. For indoor practice and competition they use the Brigade Sports Complex (BSC) located across the river at Naval Support Activity Annapolis. The women's team utilizes the BSC for indoor and outdoor practice, competition and locker rooms, which introduces a time/logistics element as women must take a bus to the BSC. The women's team does occasionally conduct outdoor practice on tennis courts within the Yard on days with time constraints, but they do not have supporting locker rooms or meeting spaces on the Yard. There are ongoing efforts to identify an area for women's locker rooms on the Yard, perhaps in McDonough Hall.

Track. The new Wesley Brown Field House provides both men's and women's teams with a high quality practice and competition venue including equitable locker rooms.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Locker rooms, practice, and competitive facilities are addressed in the gender issues plan with the goal of ensuring parity in like sports for all of these areas. This has been a major focus of strategic planning efforts since the last NCAA Certification.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletic trainers; health, accident and injury insurance coverage; provision of medical and training expenses.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

In addition for this area of interest, the USNA head trainer and several senior members of the Bancroft Hall medical staff were interviewed to verify the accuracy of the findings.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

As members of the military, all midshipmen are afforded full medical coverage and free access to medical facilities and services. The Naval Academy has an on-campus medical clinic and medical and dental facilities within the Bancroft Hall dormitory. Medical assistance beyond that offered on campus is provided at the Naval Regional Medical Center in Bethesda, Maryland, or at a local hospital at no cost to the

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midshipmen. Transportation, where necessary, is provided. In addition, all male and female student-athletes have equal access to all sports medicine, strength and conditioning, and training room services. Trainers are assigned to every sport and signs are posted in athletic facilities indicating trainer assignments and schedules as well as emergency protocols. Trainer coverage priority is assigned based on safety requirements and not by gender. In addition, on-call physicians and trainers are available and physicians often attend sporting contests where risk of injury is highest. To aid in a healthy Brigade, full physical examinations are conducted on all midshipmen prior to admission, upon first arrival at USNA, and prior to graduation, at no expense to the midshipmen.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Medical facilities and services are available to all midshipmen, regardless of gender or athletic participation. Training services for comparative sports are the same.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Medical and training facilities and services are addressed in the gender issues plan. Midshipmen are members of the military and receive comprehensive medical benefits. The plan focuses on the goal of providing equal access to training and conditioning facilities and services.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

All midshipmen live in the same dormitory and are assigned rooms within their respective military unit based on their duty assignments within that unit. No separate living arrangements are available to student-athletes and living off-campus is not permitted. All midshipmen share the same recently renovated dining facilities and are provided the same services. Only those in-season student-athletes whose sport requires specific dietary needs are assigned to separate tables within this common dining facility. Otherwise, in-season student-athletes are assigned to the same tables as other members of their military unit. The food provided is the same for all midshipmen, but there are increased quantities available for certain teams based on size/weight requirements. In addition, food choices to meet special dietary needs are available to all midshipmen.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

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Gender and athletic participation are not issues as they relate to housing and dining facilities and services other than those addressed in response B above.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The housing and dining facilities and services are addressed in the gender issues plan with the goal of providing proper nutrition while ensuring the highest level of competitiveness for all of the student athletes while simultaneously protecting their overall welfare. The quality of these services are included in the student-athlete exit survey and interviews to ensure any issue from their perspective is addressed.

11. Publicity and Awards. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

All athletic teams have media guides and posters, and depending on popularity of the sport, schedule cards. Although not all sports have schedule cards, there is equity between men's and women's teams. Sports information personnel are assigned for every home game for all sports. The Navy Sports website carries extensive information about all teams, including players, statistics, and schedules. An email subscription to specific team postings is available for all teams.

Historically, television and radio coverage of athletic competition was limited to football, men's basketball, and men's lacrosse. This was based on the marketability of the sport, not gender. As the popularity of women's sports has grown, the Naval Academy has adjusted media coverage accordingly. Packaging similar men's and women's sports as a single media contract is pursued whenever possible. Currently, all women's basketball home games and three to four women's lacrosse games are covered by radio or All-Access. All-Access is a subscription accessible coverage available through the website. Radio coverage is also available on a very limited basis for men's and women's soccer, baseball, and wrestling.

Three awards for overall athletic excellence regardless of sport are available each year. These consist of the NAAA Sword for Men, the Vice Admiral Lawrence Sword for Women, and the Thompson Trophy Cup available to either gender. In accordance with Commandant Instruction 1650.1, every team's Officer Representative provides a written recommendation to the Director of Athletics providing nominations for each award as appropriate. These nominations are reviewed by the Athletic Council and their recommendations forwarded to the Commandant and Director of Athletics for final selection.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

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As stated in response B above, athletic coverage has been based on marketability of the sport, not gender. Packaging similar men's and women's sports as a single media contract has improved the marketability and exposure of women's sports, particularly basketball and lacrosse. Women's soccer, like men's soccer has limited coverage. On the issue of awards, there is no difference in the opportunities for male and female student-athletes.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The issue of publicity and awards is addressed in the gender issues plan with the goal of providing equitable support for both male and female student-athletes in terms of resources, access, and coverage. Each sport has a designated sports information staff member assigned and the marketing staff provides equitable levels of exposure for male and female student-athletes in similar sports.

12. Support Services. Administrative, secretarial and clerical support and office space.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Each sport is assigned to a Senior Associate or an Associate Athletic Director for oversight. All sports have an assigned business office representative and secretarial/clerical support. Distribution of secretarial/clerical support is based on squad size and workload, while office space is assigned based on the size of the coaching and support staff.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Men's and women's teams in a common sport receive the same level of support. Office space for each sport is provided in close proximity to its training/game site. The NAAA readily recognizes the need for support staff and includes it as part of its annual planning process ensuring it is readily available and equitable.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Support services are addressed in the gender equity plan to ensure equitable support for both male and female sports. This includes adequate support during athletic trips to ensure student athletes' grades are not adversely affected by the travel. These services include providing laptops for those students who need them and tutoring services for away trips, as necessary.

Gender/ Diversity Issues and Student-Athlete Well-Being

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities and treatment of prospective athletes.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

To verify the findings of this area, the Dean of Admissions and the Senior Associate Athletic Director for Admissions and Academics were interviewed on several occasions. Also, a comparison of admissions records for the past 20 years was completed by the Office of Institutional Research in support of this effort.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The purpose of the Naval Academy is to provide career officers for the Navy and Marine Corps. NAAA recruitment of student-athletes supplements general Admissions office recruiting efforts to identify outstanding candidates for the Naval Academy who have the potential to meet the officer needs of the Naval Service. An athletic candidate's admissions folder, like the folder for every other USNA applicant, must be presented to the Admissions Board and found fully qualified before an appointment can be offered. In addition, all recruited student-athletes, like any other applicant, must receive a formal nomination to the Naval Academy from one of the nomination sources outlined in the US Code before being accepted as a midshipman.

Every midshipman must compete in athletics at the varsity, club, or intramural level all four years of his or her Academy experience. This is required to help fulfill the physical development aspect of the Naval Academy's mission. History has shown a high correlation between success in high school athletics and success at the Naval Academy, especially among female midshipmen. Recruitment of high school student-athletes therefore plays a vital role in fulfilling the mission of the Naval Academy.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

To assist coaches and the Naval Academy's Admissions office in their recruitment effort, the NAAA has a Senior Associate AD for Admissions who directs a small staff that is experienced in both the Naval Academy admissions process and NCAA recruitment procedures. They oversee the application process of recruited high school student-athletes and ensure all requirements are met. They do not distinguish between male and female recruits, nor do they provide different services.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Recruitment of student-athletes is addressed in the gender issues plan with the goal of ensuring equitable support for men's and women's sports in acquiring the best possible candidates for the respective sports.

Gender/ Diversity Issues and Student-Athlete Well-Being

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under represented gender within the athletics program; review of retention and promotion of staff and coaches from the under represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts and conditions relating to contract renewal.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

To further assess the accuracy and completeness of the findings in this area, numerous reports, charts, and statistical analyses previously conducted by the Office of Institutional Research were thoroughly reviewed and evaluated.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The NAAA is a very stable organization with little turnover in personnel particularly among senior administrators. Similarly, the average tenure for head coaches is 12.3 years with males at 12.1 years and females at 12.8 years. In addition, 60 percent of female head coaches and 33 percent of male head coaches have been at the Naval Academy for over 17 years. Some head coaches are also tenured faculty members within the Naval Academy Physical Education Department and are represented by one of their own on the Faculty Promotion and Tenure Committee.

Retention rates for student-athletes from all Naval Academy sports, both men's and women's rank at or near the top of their respective sport among all NCAA Division I institutions. The retention and subsequent graduation rate of both male and female student-athletes from the Naval Academy are similar and exceed those of male and female non-athletes within the Brigade.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

As stated in response B, average tenure for male and female coaches is approximately the same. Retention rates for student-athletes exceed 80 percent for both males and females and are equal to or higher than non-athletes. In the past two academic years, the graduation rate for female midshipmen has exceeded that of their male counterparts.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Retention is addressed as part of the gender issues plan with the goal of ensuring the professional development needs are met for all NAAA employees and equitable contracts and compensation are provided. For student-athletes, the goal is to continually improve retention and graduation rates of both male and female midshipmen.

Gender/ Diversity Issues and Student-Athlete Well-Being

15. Programs and Activities (staff and coaches). Programs and activities that provide opportunities for all athletics department staff and coaches to address gender issues, including those designed to address the needs of the under represented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The Department of the Navy, the Naval Academy, and the NAAA promote opportunities and programs to educate staff and coaches about gender issues. NAAA employees are included in all training and educational programs offered to the Naval Academy faculty and staff including a mandatory annual education series provided by the Naval Academy's Sexual Assault Victim Intervention (SAVI) office.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Within the NAAA coaches, staff, and athletic department administrators have monthly meetings to address any issue raised by any of the attendees. Called the Coaches Meeting, it is chaired by the Director of Athletics. In addition each athletic team is assigned a Senior Associate or an Associate Athletic Director to liaison between the individual coaches and the athletic department administration. Furthermore, the NAAA promulgates a quality of life survey biannually that provides an opportunity to raise or expose gender issues.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Programs and activities for coaches and staff are included in the gender issues plan with the goal of ensuring current programs and activities are addressing all gender issues. The Quality of Life Survey addressed in response C is administered by the Senior Woman Administrator to ensure gender issues raised receive appropriate attention.

16. Programs and Activities (student-athletes). Programs and activities that provide opportunities for all student-athletes to address gender issues, including those designed to address the needs of the under represented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study

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committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The principal method for any midshipman to address gender issues is through his/her military chain of command which provides multiple programs and opportunities. Student-athletes have the additional prerogative to raise any concerns to either their Officer Representatives, who serve as their liaison with their military chain of command, or their Faculty Representatives, who serve as their liaison with the faculty. Both the Officer and Faculty Representative may also address the issue directly with the leadership of the athletic department. In addition, the Department of Defense conducts an annual Gender Climate Survey at all military service academies and provides counselors to privately discuss any issue a midshipman may not wish to discuss in more public fora.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

As members of the military, the needs of all midshipmen including fairness and equitable treatment are the responsibility of the military chain of command. This oversight includes the Department of Defense Gender Climate Survey commented on in response B. This oversight by Department of Defense leadership ensures attentiveness to gender issues by the local military chain of command is maintained.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Programs and activities for student-athletes are addressed in the gender issues plan, but only in the form of a comment stating that this subject is the responsibility of the military chain of command as part of the officer development program within Bancroft Hall.

17. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from the under represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A complete study of the 17 program areas is conducted annually by the GMEAC and the results reported to the Director of Athletics. In addition a thorough review of each program area was conducted by both the self-study subcommittee for Gender, Diversity, and Student-Athlete Well-being and the self-study committee as a whole. Each of these items is also reviewed as part of the overall Naval Academy Strategic Planning Process. This process includes quarterly reviews by the Naval Academy Senior Leadership Team to monitor implementation progress and to keep the Plan a living document. Day-to-day monitoring has recently been assigned to the Naval Academy Effectiveness Board (AEB).

Student-athlete participation in governance and decision-making processes of the athletic department consists of the team captains who represent their respective sport on the Captains Advisory Committee. The team captains are elected by the team members to represent them and their interests to the

Gender/ Diversity Issues and Student-Athlete Well-Being

leadership of the NAAA and the Institution.

Additionally, the formal Grievance Policy, which is listed in the Student-Athlete Handbook, outlines how to utilize the military chain of command to address issues of perceived unfairness or complaints of discrimination.

For Coaches and Staff, the Gender Minority Equity in Athletics Committee (GMEAC) is charged with examining all phases of the Athletic Association with respect to opportunities for members of all disadvantaged groups and then developing long range plans to improve all issues that may arise.

Currently they meet only once a year and availability to address emerging issues in a timely manner is not as effective as the addressing of long-term needs. The value of expanding the GMEAC's role to a more robust body requires additional review. Also the existence of the GMEAC is not well known among the coaches or the team captains and this may reduce its effectiveness. The alternative path to address issues requiring immediate attention most utilized by staff and coaches is to discuss the issue with the Senior Associate or Associate Athletic Director assigned to their respective sport. If the Senior Associate or Associate Athletic Director cannot resolve the issue, he/she can then address the issue with the Executive Athletic Council. If the issue does not require immediate resolution it can be raised at the monthly staff, coaches, and administrator meeting discussed above.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Student-athlete participation in governance and decision-making processes of the athletic department consists of the team captains who represent their respective sport on the Captains Advisory Committee (USNA's SAAC). The team captains are elected by the team members to represent them and approved by the Director of Athletics, Commandant, and Superintendent to represent their interests to the leadership of the NAAA and the Institution.

Additionally, the formal Grievance Policy, which is listed in the Student-Athlete Handbook, outlines how to utilize the military chain of command to address issues of perceived unfairness or complaints of discrimination.

For Coaches and Staff, the Gender Minority Equity in Athletics Committee (GMEAC) is charged with examining all phases of the Athletic Association with respect to opportunities for members of all disadvantaged groups and then developing long range plans to improve all issues that may arise.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Currently the GMEAC meets annually and its availability to address emerging issues in a timely manner is not as effective as the addressing of long-term needs. The value of expanding the GMEAC's role to a more robust body requires additional review. Also the existence of the GMEAC is not well known among the coaches or the team captains and this may reduce its effectiveness. The alternative path to address issues requiring immediate attention most utilized by staff and coaches is to discuss the issue with the Senior Associate or Associate Athletic Director assigned to their respective sport. If the Senior Associate or Associate Athletic Director cannot resolve the issue, he/she can then address the issue with the Executive Athletic Council. If the issue does not require immediate resolution it can be raised at the monthly staff, coaches, and administrator meeting discussed above.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Participation in Governance and Decision Making is addressed in the gender issues plan with the goal to ensure equitable leadership opportunities and available fora to address athletics department staff and student-athletes' needs and concerns as they relate to gender.

Gender/ Diversity Issues and Student-Athlete Well-Being

18. Annual review of Plan for Improvement. Please note: An institution should comment on this area within its Gender-Issues plan for improvement. A narrative response under the "edit responses" link imbedded within this program area is not necessary.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

Review of the Gender Issues Plan and subject report comparisons are conducted annually by the GMEAC. Principle responsibility for this effort falls on the Chair of the GMEAC, the Senior Woman Administrator, Ms. Loretta Lamar, and the Associate Athletic Director for Business Affairs, Mr. Chauncey Winbush. They are assisted by the other members of the GMEAC and the findings are provided to the Director of Athletics, Mr. Chet Gladchuk.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Not applicable.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Not applicable.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Not applicable.

9. Using the "original plan for improvement" section, provide an institutional gender-issues plan that addresses all 17 aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area (s), the institution must include an evaluation mechanism to monitor the institution's status in that program area(s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

Subject plan with all required elements is provided with the self-study material.

10. Describe how the institution will review its gender-issues plan on an annual basis, including how it will compare the plan with its EADA reports and NCAA financial reports. Further, please provide the names and titles of those individuals who will be responsible for this review.

Review of the Gender Issues Plan and subject report comparisons are conducted annually by the GMEAC. Principle responsibility for this effort falls on the Chair of the GMEAC, the Senior Woman Administrator, Ms. Loretta Lamar, and the Associate Athletic Director for Business Affairs, Mr. Chauncey Winbush. They are assisted by the

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other members of the GMEAC and the findings are provided to the Director of Athletics, Mr. Chet Gladchuk.

11. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

Although the development of the plan and the responsibility that it be reviewed annually falls directly on the GMEAC, the process by which the plan is developed and updated is a much broader, academy-wide process as is the responsibility to oversee its implementation. The process starts with the Naval Academy Senior Leadership Team (SLT) representing all the academy cost centers and through its members to the various departments and work centers that make up the institution. The SLT is responsible for the development of the Naval Academy Strategic Plan which outlines the goals of the institution, the initiatives required to achieve the goals, the individuals responsible for the implementation, and the monitoring process to ensure its effectiveness.

The Chief Diversity Officer is a member of the SLT as well as the GMEAC and is a liaison between the two organizations ensuring that the strategic plan requirements are included in the gender issues plan. In addition, members of the Academy Effectiveness Board (AEB) are tasked with monitoring the effectiveness of the various USNA programs in accomplishing the academy's mission are also represented on both the AEB and the GMEAC. This ensures that any issues raised by the AEB, which has representation from all the Naval Academy cost centers are also addressed in the gender issues plan development.

The process of development ends with the GMEAC itself whose membership represents a broad cross-section of Naval Academy and Athletic Department leadership who have access to and are assessable by all faculty, staff, coaches, and midshipmen. The Director of Institutional Research who works directly for the Superintendent, monitors the academic and professional development of all midshipmen, was specifically assigned as a member of the GMEAC to ensure they receive the same feedback and access to information and data that is provided to the Naval Academy leadership.

The current plan is five years in length and applies to Academic Years 2007-08 through 2011-2012. Academic years at the Naval Academy go from July to May. The plan is formally approved by both the Director of Athletics and the USNA Superintendent.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of Interests and Abilities.	Providing competitive sports to meet interests and needs	Provide proportional intercollegiate athletics opportunities that reflect the interests and abilities of the Brigade.	Evaluate the incoming candidate's athletic interest and experience, as provided in the cross section of interest survey and align results to reflect the interests of the constituency.	Director of Admissions, Director of Athletics, GMEAC	Review annually
A t h l e t i c s Scholarships.	No athletics aid is given.				
Equipment and Supplies.	Providing enough quality equipment that is suitable and maintained for each sports team.	To provide top quality equipment and supplies to all intercollegiate teams to ensure equity, suitability, maintenance, availability and replacement.	Align equipment managers, business partners and administrative support to ensure parity between like sports.	Director of Athletics	Annually
			Monitor equipment and supply budgets	Director of Athletics, EAC, GMEAC	Annually
			Conduct exit interviews/evaluations with student-athletes to evaluate equipment and supply needs.	Compliance Office, Sports Administrators, Institutional Research	At end of each sports season.
Scheduling of Games and Practice Times.	Review number and times of competitions and practices to ensure a meaningful student-athlete experience.	Ensure parity between like sports for facility use.	Share prime practice times and access to practice fields and facilities.	Facility Scheduler, Head Coach	Schedules should be set in advance of sports season.
		Provide adequate preseason practice opportunities to ensure success of programs.	Ensure that all student-athletes are allowed to practice the maximum number of times within the NCAA rules.	Head Coach, Compliance Office, Bancroft Hall to ensure that time fits with military obligations.	Annually, practice logs due quarterly.
		Provide for a complete athletic experience, including high competitive level, tournaments and foreign travel.	Coaches should schedule competitively, both within the region and outside.	Head Coach, Sport Administrator, Scheduling Office.	Annually.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Conduct exit interviews/evaluations with student-athletes to evaluate competition, travel and practice opportunities.	Compliance Office, Sports Administrators, Institutional Research	Annually.
T r a v e l Allowance.	To provide equal modes of transportation, housing and per diem for away travel.	Ensure parity between like sports for transportation, lodging and per diem.	Review Lodging, Meals and Transportation (LMT) budgets.	Scheduling Office, Business Office, GMEAC review.	Annually.
		Provide adequate housing and meals/per diem during travel.	LMT budgets reviewed and all travel arranged through the Scheduling Office.	Scheduling Office, Business Office, GMEAC review.	Annually.
		Provide transportation that is safe, yet reasonable for all trips to ensure the minimum amount of missed class time.	Arrangements should be coordinated with the Scheduling Office and games scheduled in such a way as to minimize missed class.	Scheduling Office, Senior Associate Athletic Director for Academics.	Annually check schedules.
			Conduct exit interviews/evaluations with student-athletes to evaluate services offered.	Sports Administrators, Compliance Office, Institutional Research	At the end of each sports season.
A c a d e m i c Support Services.	Ensure student-athletes are made aware of academic services.	Monitor academic and professional performance of student-athletes to ensure fairness and equity of treatment.	Review grades, read MAPRs and discuss behavior with Officer Representatives and Company Officers.	Coaches, Senior Associate Athletic Director for Academics, Officer Representatives, Faculty Representatives.	Regularly.
			Provide additionally tutoring, study skills and time management, as needed.	Assistant Athletic Director for Academics.	At minimum, at-risk student-athletes should meet each semester.
		Provide necessary services for at-risk student-athletes to ensure success and graduation.	Analyze GSR, APR and federal graduation rates to check for issues and problem areas.	Compliance Office, FAR.	Annually.
			Conduct exit interviews/evaluations with student-athletes to evaluate services offered.	Compliance Office, Sports Administrator, Institutional Research.	Annually.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches.	Employ and train the most experienced coaching staff that is well compensated and afforded adequate professional development.	Enhance employment opportunities, professional development and promotion opportunities within the NAAA.	Hire with objectives of selecting a coaching staff that is reflective of the midshipmen population in terms of gender percentages.	Director of Athletics.	As needed.
			Attract qualified female applicants by broadening the scope of advertising.	Director of Athletics, Human Resources.	As needed.
			Encourage head coaches, especially of women's sports, to make gender a prime consideration in the selection of assistant coaches, while maintaining as a high priority hiring top quality coaches who understand and support the mission of the Academy.	Director of Athletics, Sports Administrators, Head Coaches.	As needed.
			Include women on all NAAA hiring/search committees.	Director of Athletics.	As needed.
			Establish meetings for female staff members with the Director of Athletics and SWA to facilitate the airing of gender-related concerns	Director of Athletics, SWA	As needed.
			Review the percentage of women in upper level management positions, with a goal of reflecting the female percentage of the Brigade.	Director of Athletics, SWA, GMEAC.	Annually.
Locker Rooms, Practice and Competitive Facilities.	Provide equal locker room space, practice and competition facilities.	Ensure parity between like sports for locker rooms.	Provide all teams with dedicated locker room space.	Director of Athletics, EAC, GMEAC.	Annually tour facilities.
		Ensure parity between like sports for practice and competitive facilities.	Provide additional space to accommodate locker room for female staff, visiting teams and additional varsity women's team.	Director of Athletics.	Annually review.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Provide equal access to quality practice and competition facilities.	Review practice and competition times to ensure facility times are shared equally.	Team Scheduling, Facility Scheduling, EAC.	Annually, as schedule is created.
			Review schedules for competitiveness, increase RPI and recruiting opportunities.	Head Coach, Team Scheduling, Sport Administrator.	Annually, as schedule is created.
			Conduct exit interviews and evaluations of all student-athletes.	Compliance Office, Sports Administrators, Institutional Research.	Each sports season.
Medical and Training Facilities and Services.	Provide necessary medical, training and conditioning staff to fully support all student-athletes.	Provide equal access to training facilities and services.	Have an adequate number of certified trainers to assist with each sport.	Director of Athletics, Head Trainer.	Assess annually.
			Post training room hours and locations so student-athletes know where to receive assistance.	Training Staff.	On-going.
			Provide additional space for athletic training to improve services to all varsity sports.	Director of Athletics.	Spring 2008.
	Provide equal access to weight training and conditioning facilities.	Provide equal access to weight training and conditioning facilities.	Have an adequate number of certified strength coaches to assist with each sport.	Director of Athletics, Head Strength Coach.	Assess annually.
			Distribute teams so that all have use of facilities and dedicated attention by a strength coach.	Strength Coaches.	Review each semester/sports season.
			Provide additional training space to expand availability and quality of services for all varsity teams.	Director of Athletics.	Spring 2008.
			Conduct exit interviews and evaluations with student-athletes to evaluate services offered.	Compliance Office, Sports Administrators, Institutional Research.	At the end of each sports season.

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Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Housing and Dining Facilities and Services.	Provide quality housing and dining services.	All midshipmen live in Bancroft Hall and receive similar housing and dining services.	Bancroft and King Halls are clean and well run.	Academy, Commandant's Staff.	Inspected regularly.
		Provide proper nutrition and counseling to ensure the highest level of competitiveness while protecting student-athlete welfare.	Nutritionist available to provide assistance and guidance.	Midshipmen Development Center.	Review on a regular basis.
			Diet kitchen open and operating.	King Hall, Nutritionist	Review on regular basis.
			Provide snacks, as necessary, to ensure proper nutrition.	King Hall, NAAA	As needed.
			Conduct exit interviews and evaluations with student-athletes to evaluate services offered.	Compliance Office, Sports Administrators, Institutional Research.	At the end of each sports season.
Publicity and Awards.	Provide equal access to publications, marketing opportunities and awards.	Give equitable support for both male and female student-athletes in terms of resources, access and coverage.	Provide like sports similar media guides, press releases and staffing at events.	Sports Information Staff, Director of Athletics.	Annually.
			NAAA website should feature male and female student-athletes equitably.	Sports Information Staff.	On going.
			Designate a qualified sports information staff member to each sport.	Director of Athletics, Sports Information Director	Annually.
			Provide marketing at an equitable level with equal male to female representation.	Marketing Staff, Director of Athletics.	On going.
			Equitably nominate student-athletes for post-graduate scholarships and other post season awards.	FAR, Sports Information.	Annually.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Conduct exit interviews and evaluations with student-athletes to evaluate services offered.	Compliance Office, Sports Administrators, Institutional Research.	At the end of each sports season.
Support Services.	Provide adequate administrative support and office space to perform duties.	Ensure equitable support for both male and female sport teams in terms of resources and services.	Increase and improve office space to ensure equitable and relieve congestion.	Director of Athletics.	On going.
		Provide adequate support services for trips to ensure student-athlete's grades are not suffering.	Provide laptop computers to those student-athletes who need to work when traveling with their team.	Compliance Office.	On going.
			Provide tutoring services on away trips, as necessary, to assist with assignments and learning.	Director of Athletics, Senior Associate Athletic Director for Academics, FAR.	As needed.
Recruitment of Student-Athletes.	Provide each sport with the resources necessary to recruit the best possible candidate.	Ensure equitable support for men's and women's sports to recruit the best possible candidate for their respective sport.	Staffing needs adequate to allow coaches necessary time off-campus to recruit.	Director of Athletics.	Review annually.
			Provide necessary funding equitably to allow for recruiting on and off-campus.	Director of Athletics.	Review annually.
			Provide similar on-campus recruiting experience to both male and female prospects.	Head Coaches.	Review annually.
Retention.	Provide resources and opportunities to retain staff and student-athletes.	Ensure professional development needs are met to allow for promotion.	Provide mentorship.	Director of Athletics, EAC.	On going.
			Provide resources and time to attend professional organization meetings.	Director of Athletics.	Annually, as budgets allow.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Provide equitable contract terms and compensation to recruit and retain the best candidates.	Review contracts for consistency.	Director of Athletics, Human Resources.	Annually.
			Conduct a salary trends comparison to ensure keeping up with market.	Human Resources.	Bi-annually.
		Maintain a high level of retention and graduation rates for student-athletes.	Know and distribute list of academic support services to coaches and student-athletes.	SWA, Compliance Office through Student-Athlete Handbook, Coaches.	Annually.
			Conduct exit interview and evaluations with student-athletes to evaluate services.	Compliance Office, Sports Administrators, Institutional Research.	Annually.
		Recruit staff that reflects the composition of the Brigade.	Advertise openings with the Black Coaches Association (BCA) and the National Association of Collegiate Women Athletic Administrators (NACWAA), as well as with coach's organizations.	Director of Athletics, Human Resources.	As needed.
Programs and Activities (staff and coaches).	Provide an opportunity for coaches and staff to address issues.	Ensure programs and activities are addressing gender issues.	Provide a Quality of Life Survey, asking about services and opportunities for coaches and staff.	SWA	Bi-annually.
		Offer programs which address gender issues.	SAVI presentation.	SAVI Coordinator.	Annually.
Programs and Activities (student-athletes).	Programs are provided through Bancroft Hall as part of the regular military curriculum.				
Participation in Governance and Decision Making.	Provide staff, coaches and student-athletes a means for meaningful participation in NAAA governance.	Ensure equitable leadership opportunity for student-athletes.	Gender representation on Captain's Advisory Committee (SAAC).	Director of Athletics, SWA, Head Coaches.	Annually.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Ensure input and forums to address student-athlete concerns.	Grievance policy in Student-Athlete Handbook.	Compliance Office, Military Chain of Command	Annually.
			Team captains given opportunity to voice concerns at Captain's Advisory Committee meetings.	SWA, FAR	Monthly meetings.
		Ensure input and forums to address coaches and staff concerns.	Issues should be brought to the attention of the Sports Administrator.	Sports Administrator, EAC.	On-going.
			Coaches meeting should offer an opportunity for the open exchange of information and raising of issues and concerns.	Director of Athletics.	Monthly meetings (Aug-May).
			Grievance policy in Department Policy Manual for those who wish to seek redress.	Director of Athletics, Human Resources.	On going.
		Encourage committee participation at conference, national and NCAA level.	Provide release time and funding to attend meetings.	Director of Athletics	As needed.
Annual review of Plan for Improvement.	Provide for regular review of gender plan to ensure are meeting specified goals.	Provide plan to coaches and staff to ensure knowledgeable of components.	Provide plan and discuss elements.	Director of Athletics, SWA	Annually at Department meeting.
		Regular review to ensure meeting standards as set out.	Regular review as set out in the 17 program areas to ensure in compliance.	SWA, GMEAC, EAC	Annually

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.2 Diversity Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

The peer-review team noted that the Naval Academy had only partially completed its approved minority issues plan from the previous study. The Naval Academy was directed to provide an acceptable explanation for the partial completion and a status report on actions taken to achieve those goals identified. In a letter to the NCAA on 3 April 2003 the Naval Academy stated that the self-study report inadvertently omitted the status of three minority field offices and that these positions were now filled and a position of Minority Advocacy was established in Admissions to oversee these offices. Also a fourth field office had been established and two senior positions in the athletics department, the Assistant Director of Athletics for Compliance and the Assistant Director of Athletics for Business Affairs, had been filled by minorities.

Action

No further action is required.

Action Date

No further action is required.

Explanation for partial or non-completion

No explanation is required.

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2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan;
- The institution has had personnel changes since the original development of the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 diversity issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

The plan did not include any issues with specific completion dates. The plan did call for a number of items to be reviewed or executed on a recurring basis. These items have been reviewed or conducted as required.

Action

No further action is required.

Action Date

No further action is required.

Explanation for partial or non-completion

No further explanation is required.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the actions(s).

In 2004 the Naval Academy established an annual Black History Month banquet to formally recognize the accomplishments of African-Americans, particularly those with connections to the Navy or Naval Academy. The banquet's organization and program is under the cognizance of the Naval Academy Black Studies Club, a formally recognized extra curricular activity.

In January 2008, the Naval Academy established a Diversity Directorate Office to coordinate Academy-wide initiatives to improve diversity throughout the institution. Its director reports directly to the Superintendent and is a

Gender/ Diversity Issues and Student-Athlete Well-Being

member of the Naval Academy Senior Leadership Team. The Diversity Office mission is as follows: "The mission of this office is to ensure strategic commitment to excellence in the recruitment, retention, and development of a diverse faculty, staff, and Brigade of Midshipmen to ultimately reflect the face of the nation. The Diversity Office will: provide support as necessary to opportunities to strengthen the strategic commitment to diversity; expand the visibility of diversity initiatives throughout the command; advocate for resources and support to appropriate diversity initiatives throughout the Naval Academy; and will seek the most effective and efficient application of resources to achieve the ultimate goal of maintaining excellence in all attributes of our graduates while striving to reflect the face of the nation in Staff, Faculty, and Brigade".

Also in 2008 the Naval Academy established a new public relations effort focused on the minority community. This effort included the development of a number of TV advertisements and commercials featuring minority midshipmen in pursuit of officer commissions and positions of varying responsibilities within the Navy and Marine Corps. Entitled Fulfill Your Destiny they are featured during commercial breaks on numerous televised sporting events involving Naval Academy athletic teams.

4. Explain how the institution is organized to further its efforts related to the diversity- issues operating principle for athletics department staff, coaches and student-athletes.

As a military organization, the United States Naval Academy complies not only with federal laws concerning equal opportunity and employment, but also Department of Defense and Department of the Navy rules and regulations governing the same. The Naval Academy and the NAAA are not only equal opportunity employers, but aggressively pursue diversity and minority representation in our faculty, staff, student body, student-athletes, and coaching personnel.

As with gender issues, the military chain of command has the lead responsibility for monitoring the personal and professional development of every midshipman to ensure that the opportunity to achieve full potential is fair and equal. In addition, the Naval Academy Office of Institutional Research continuously monitors the academic and professional development of every midshipman and reports their status and progress towards graduation achievement to the Senior Leadership of the Navy, the Naval Academy and the NAAA.

To further assist in support of diversity goals and other minority issues, the Naval Academy has established a Diversity Directorate, reporting directly to the Superintendent. The responsibilities of the Directorate are to coordinate Academy-wide efforts and resources employed to attract, retain, and promote qualified midshipmen, faculty and staff.

In addition to institutional level organization, the NAAA leadership is similarly focused on promoting diversity within its staff, coaches, and administrators. Primary responsibility for overseeing diversity issues on behalf of the Director of Athletics is the Gender and Minority Equity Advisory Committee (GMEAC). The GMEAC with a diverse, and Academy-wide membership, conducts an annual review of the Minority Equity Plan and recommends changes to the Senior Leadership of the Naval Academy and the NAAA.

5. Describe how matters concerning diversity issues for athletics department staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

In addition to the process outlined above, each sport is assigned a Senior Associate or an Associate Athletic Director to oversee the needs of each athletic team on a continuous basis. Also assigned are an Officer Representative and a Faculty Representative tasked with providing both oversight and liaison with the midshipmen military chain of command and the Office of the Academic Dean and Provost, respectively. These organizations and processes are intended to address the needs and concerns of the staff, coaches, and student-athletes but none are intended to obstruct or interfere with the ability of these individuals to have direct access to the Director of Athletics who maintains an "open door" policy to all.

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6. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

- a. Full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level);
- b. Other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department);
- c. Full- and part-time head coaches;
- d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
- e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
- f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

a. Full-time senior administrative athletics department staff members: The Naval Academy and the Naval Academy Athletic Association (NAAA) are both committed to the philosophy of Affirmative-Action, Equal Opportunity in Education and Employment and never discriminating based on gender, race, ethnicity, religion, age, veteran status, national origin, physical ailment or physical disability. The institution's criteria for employment, education, and upward mobility are motivation, qualification, and ability to support, contribute, and help guide midshipmen to embody and fulfill the mission of the United States Naval Academy. In ensuring racial and ethnic diversity within the NAAA, the following senior administrative positions are held by African-Americans: Associate Director of Athletics for Compliance, Assistant Director of Athletics for Academic Support Services, and Associate Director of Athletics for Business Affairs.

b. Other full-time and part-time professional athletic department staff members: Four additional full time and part time professional athletic department staff members are also minorities.

c. Full and part-time head coaches: The Naval Academy Athletic Association along with the Physical Education Department coordinates to recruit and retain a coaching staff that embodies the very best in athletic instruction, character, and the ability to motivate and inspire student-athletes. Several major sports programs have head coaches who are from a diverse ethnic and racial background. The sports are: Football (Samoan/Pacific Islander), Women's Tennis (African-American), Men's Track (African-American), and Men's Gymnastics (Asian).

d. Full and part-time assistant coaches: As stated above, NAAA recruits and retains a coaching staff that embodies the very best in athletic instruction and character and the ability to motivate and inspire student athletes. Several programs have assistant coaches who are from a diverse ethnic and racial background. These sports programs are: Men's Track, Men's Sprint Football, Women's Basketball (African-American), Men's Basketball (Three African-Americans), and Football (Three African-Americans).

e. Faculty-based athletics board or committee members: All varsity teams have a Faculty Representative assigned who are responsible for assisting the Director of Athletics in academic matters relating to the team members of the sport concerned and provide liaison between the team (coach, student-athletes) and the academic administration and faculty. The demographics of these individuals vary each year. Currently, two are minorities.

f. Other advisory or policy making group members: Of the six permanent members of the GMEAC, three are of ethnic minority.

7. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

The Naval Academy does not provide athletic aid. For comparison purposes we have compared those student-athletes considered recruited to all midshipmen. The table is provided at the end of the section.

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8. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

As previously stated, the Naval Academy does not provide athletic aid. For comparison purposes we have compared those student-athletes considered recruited to all midshipmen. The table is provided at the end of the section.

9. Using the program areas for diversity issues:

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

1. Institutional and Athletics Department Commitment and Organization. Written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address the issues of diversity, including where the statements are published; description of how the institution and athletics department are organized to address diversity through policies and/or organizational structure, including how the athletics department's commitment to diversity connects with the institution's commitment; communication of expectations regarding diversity to staff, coaches and student-athletes.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

The Department of Defense (DOD) and the Department of the Navy (DON) have both expressed the desire to improve diversity within the officer corps to be more reflective of both the enlisted sailor and marine population and the nation's population as a whole. The Naval Academy as a principle officer accession source has placed great emphasis on improving diversity to achieve the goals of both the DOD and the DON.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The athletic department is integral in this effort from recruitment through graduation. The issue of diversity is a central theme throughout the Naval Academy Strategic Plan and as stated in question three the Naval Academy has established a Diversity Directorate to better coordinate academy-wide efforts. The Superintendent and other members of the Naval Academy Senior Leadership Team have spoken to the faculty, staff, coaches, and midshipmen on numerous occasions in multiple venues as to the importance of diversity and the role of each in achieving diversity goals. Additional efforts are highlighted in the other program areas discussed below.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: a. Provide fair and equitable enrollment and leadership opportunities; b. provide midshipmen visible role models and mentors at the head coach and administrator level; c. maintain a high level of commitment to diversity by embracing the demographic changes of tomorrow and building a department that reflects the demographics of the country; and, d. monitor and address minority issues with midshipmen and staff.

2. Assessment. Assessment of athletics department activities to evaluate its consistency with the objectives set forth in the institution's and athletics department's written diversity statements; assessment of campus climate through evaluation of various campus constituencies.

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The Academy Effectiveness Board (AEB) is charged with assessing all programs and policies established in support of the Naval Academy mission on a recurring basis. Co-chaired by the Vice Academic Dean, Deputy Commandant of Midshipmen, and the Senior Associate Athletic Director for Admissions and Academics, the AEB is also tasked with the day-to-day monitoring of the Naval Academy Strategic Plan and its impact on the moral, mental, and physical development of all midshipmen. The AEB reports to the senior leadership of the Naval Academy and the NAAA on a regular basis and provides input at each quarterly review of the Strategic Plan by the Naval Academy Senior Leadership Team.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

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The work of the AEB is augmented by the NAAA GMEAC which is specifically focused on the Athletics Department's role in supporting the fulfillment of the Naval Academy's mission. The Senior Associate Athletic Director for Admissions and Academics as well as the Naval Academy's Director of Institutional Research and Chief Diversity Officer all sit on both the AEB and the GMEAC and help coordinate their efforts.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: ensure NAAA partners with Admissions/Outreach to further the academy's diversity goals and objectives and to monitor and address minority issues for student athletes and staff.

- 3. Recruitment.** Institutional and athletics department programs and strategies for recruiting administrators, coaches and student-athletes from under represented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

With the creation of a Naval Academy Diversity Directorate and a strategic outreach office within Admissions, a greater emphasis has been placed on recruiting, particularly minority representation. After an extensive assessment of application trends, it became clear that there was a need to actively recruit across the country in geographic areas where the Naval Academy rarely receives applications. In 2007, Admissions began targeting under-represented congressional districts throughout the United States. The Academy expanded existing partnerships with high schools and established new ones with middle schools, magnet schools, and technical affinity groups. Members of Congress were encouraged to aid the Academy in increasing awareness and fostering greater competition within their respective nomination processes. In addition more minorities were invited to the Academy's Summer Seminar program for rising high school seniors and summer Science, Technology, Engineering, and Math Camps were established to expose prospective candidates with technical interest to the benefits and opportunities available at the Naval Academy. The result of such efforts has yielded the greatest number of applications both overall and from minorities in the history of the Naval Academy. With this increase in overall applications, the number of minorities, both athletes and non-athletes, accepting appointments to the Academy has significantly increased. While the Office of Admissions remains responsible for the overall recruitment of prospective students, the Diversity Directorate along with the Office of Institutional Research monitors the professional and personal development of all midshipmen. Data and analysis are routinely provided to the Naval Academy and NAAA leadership for information or action as necessary.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

In concert with increased minority representation within the Brigade is the need to provide mentors and role models of similar backgrounds within the faculty and staff. This is particularly true for coaches who are

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both highly visible and have significant interface with and influence on midshipmen student-athletes. The current Naval Academy Strategic Plan places strong emphasis on minority and gender issues including the expansion of opportunities. In support of this plan, the NAAA has increased membership and diversity on the Gender Equity Advisory Committee, renamed it the Gender Minority Equity Advisory Committee, and tasked it with the monitoring of minority issues and the development of the athletic department Minority Opportunity Plan. A critical element of this plan is the NAAA's effort to ensure a pool of qualified minority candidates are considered for all hiring and promotion opportunities.

Externally, the Naval Academy operates a preparatory school in Newport, RI, that is focused on preparing candidates for the Academy who need additional academic preparation to be successful in completing Academy graduation standards. The Naval Academy Preparatory School (NAPS) was initially founded to prepare enlisted sailors and marines for success at the Naval Academy. Since its founding, its responsibilities have been expanded to include assisting candidates from diverse backgrounds and under-represented communities who have demonstrated great leadership ability but lack proper preparation for meeting the rigorous requirements of the Naval Academy. These candidates include athletes and non-athletes, various racial and ethnic groups, and both genders. The value of NAPS in improving diversity within the Brigade of Midshipmen cannot be overlooked in that approximately half of the African-Americans and many of the Hispanics who enter USNA come via NAPS.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: Continue to meet institutional and department diversity goals; continue to provide student-athletes with visible role models and mentors at various staff positions that represent diverse backgrounds; promotion of diversity and a climate to support it must have personal significance for athletics staff; and ensure diversity on departmental committees.

4. Hiring Practices. Assessment and comparison of institutional and athletics department hiring practices to ensure the athletics department demonstrates a commitment to diversity in hiring procedures for staff and coaches; description, comparison and explanation of any differences between institutional hiring practices and athletics department hiring practices; description of institutional and/or athletics department policies related to use of outside firms (e.g., search firms) to ensure a diverse candidate pool; description of actual hiring practices since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at the institution.

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The Naval Academy complies not only with the laws concerning equal opportunity and employment, but also the Department of Defense and Department of the Navy rules and regulations governing the same. The Naval Academy and the NAAA are not only equal opportunity employers, but aggressively pursue racial and ethnic diversity in our faculty, staff, and coaching personnel. As a result, diversity among the

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NAAA staff, coaches, and athletic administrators has significantly improved since Cycle 2 certification.

Improving diversity among the naval officer corps is a primary goal of the Department of the Navy and therefore of the Naval Academy as well. The Superintendent has stressed the need for a more diverse Brigade of Midshipmen on numerous occasions and at various forums. Since the military places restrictions on age, physical abilities, and sexual orientation, increasing diversity for the Naval Academy centers on increasing racial and ethnic diversity among midshipmen. The ultimate goal is to make the officer corps to be more reflective of the general American population it serves. Since the Cycle 2 certification, total minority enrollment has increased from 19 percent to 26 percent.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The two most recent fillings as head coaches were the promotion of a Pacific Islander as head football coach and the hiring of an African-American as the head women's tennis coach.

Since the Cycle 2 certification, while total minority enrollment has increased from 19 percent to 26 percent, among student-athletes, it has increased from 16 percent to 20 percent.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: Ensure the student-athlete cohort is diverse; recruit and graduate minority student-athletes at a rate equal or higher than the academy's overall minority to non minority ratio; and increase minority representation on coaching and administrative staff through increased recruiting and better retention.

5. Retention. Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

As previously stated, the Naval Academy Athletic Association (NAAA) is a very stable organization with little turnover in personnel among senior administrators. NAAA works equally hard to recruit and retain quality coaches and assistant coaches from diverse backgrounds. The average length of service for head coaches is 12.3 years. Eleven head coaches are also tenured faculty members within the PE Department.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The average length of service for head coaches is 12.3 years with males at 12.1 years and females at 12.8 years. Two tenured faculty members are minority coaches (Men's Gymnastics and Men's Track) and both have been head coaches of their respective sport for over 20 years. Within the last year, NAAA hired a minority Head Women's Tennis Coach and a minority Assistant Women's Basketball Coach.

Retention rates for diverse student-athletes from all Naval Academy sports, both men's and women's rank at or near the top of their respective sport among all NCAA Division I institutions. The overall four-year graduation rates of minority midshipmen far exceed the six-year national minority graduation rates. The retention and subsequent graduation rate of minority male and female student-athletes from the Naval Academy are similar and exceed those of minority male and female non-athletes within the student body.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: ensure staff has redress to air concerns and issues; continue to provide equal participation opportunities to all student-athletes; continue to monitor and address minority issues for student-athletes; and retain minority student athletes to ensure graduation at a number equal to or greater than the Brigade graduation rate.

6. Partnerships. Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

As an integral part of the Naval Academy mission, the NAAA is fully integrated with all aspects of the Naval Academy including its Alumni support organizations and resource sponsors. As previously stated, the Director of Athletics is a member of the Naval Academy Senior Leadership Team and other NAAA representatives sit on the AEB and the Naval Academy Admissions Board. The Director of Athletics attends all meetings of the Naval Academy's Board of Visitors who oversee the Academy on behalf of the President of the United States and often makes presentations relating to the physical development aspects of the Naval Academy mission on behalf of the Academy. The Director of Athletics and several of his senior staff also participate in the development and maintenance of the Naval Academy's Strategic Plan designed to meet the needs of all faculty, staff and midshipmen. Similarly, Naval Academy personnel serve on the NAAA Board of Control and the GMEAC.

Gender/ Diversity Issues and Student-Athlete Well-Being

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The development of the Naval Academy Strategic Plan was an Academy wide effort including faculty, staff, and midshipmen from diverse backgrounds with different levels of experience and views. In addition, the membership of the SLT, AEB, and GMEAC is also composed of both Naval Academy and NAAA personnel. The membership of these groups is also diverse from both an ethnic and diverse perspective. Liaison between the strategic planning process and these various organizations falls on the Naval Academy Chief Diversity Officer. He is not only a member of each of these organizations but also heads the Naval Academy Diversity Directorate chartered to see that the needs of all midshipmen, faculty, and staff are fully accommodated, particularly those representing gender and ethnic minorities.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: ensure minority student-athletes are taking advantage of leadership opportunities within the athletic department and make minority student-athletes aware of minority-centered clubs and activities on campus.

7. Programs and Activities (staff and coaches). Programs and activities that provide opportunities for all athletics department staff and coaches to address diversity issues, including those designed to address the needs of under represented groups or diverse backgrounds.

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

As previously stated, the Department of Navy, Naval Academy, and the Naval Academy Athletic Association promote opportunities and programs to educate staff and coaches about diversity issues. NAAA employees are included in all training and education programs offered to the Naval Academy faculty and staff including the annual Equal Opportunity training provided by the Naval Academy's Equal Opportunity office.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Within the NAAA, all coaches, staff, and athletic department administrators are required to attend monthly meetings to address any issues pertaining to diversity. NAAA's biannual quality of life survey provides an opportunity to raise or expose minority issues.

Gender/ Diversity Issues and Student-Athlete Well-Being

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: provide open dialog for success stories during the recruitment process and/or retaining minority student-athletes; provide internal and external community with visible images of diversity; and provide diversity education and training for all athletics department staff members.

8. Programs and Activities (student-athletes). Programs and activities that provide opportunities for all student-athletes to address diversity issues, including those designed to address the needs of under represented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

As previously stated the principle method for any midshipmen to address minority issues including feelings of unfairness or discrimination is through his or her military chain of command which provides multiple programs and opportunities. Among those opportunities to provide input to the Naval Academy leadership on a recurring basis is via a number of surveys conducted by the Naval Academy's Office of Institutional Research. Examples of the more significant instruments are:

Quality of Life Survey. This confidential survey covers a myriad of subjects from academics and professional development to interpersonal relationships and attitudes. The results are cross-tabbed by gender, ethnicity, class, military unit, and varsity sports participation and provided to the Naval Academy and NAAA leadership as well as the Naval Academy Board of Visitors and its Congressional members.

Brigade Climate Survey. This confidential survey is administered on a routine basis to assess the living and working climate within the Brigade of Midshipmen. Questions focus on the midshipmen's military chain of command actions, alcohol usage, religious tolerance, gender equity, racial/ethnic discrimination, and midshipmen's perceptions of fairness and just treatment. The results are provided to the military leadership headed by the Commandant of Midshipmen (similar to a Dean of Students) who also serves as the chair of the NAAA Board of Control.

Fourth Class Climate Survey. A new survey first administered in 2009, it is similar to the Brigade Climate Survey only shorter and more focused on the initial impressions of our incoming plebes. Questions center on feelings of acceptance, tolerance, and teamwork. The results are handled like the Brigade Climate Survey.

The Naval Academy also provides for the cultural needs of a diverse Brigade through a variety of Extra Curricular Activities including the Gospel Choir, the Black Studies Club, the Chinese-American Club, The Filipino-American Club, the Korean Midshipmen Club, and the Latin-American Studies Club. Each has an Officer Representative who oversees their activities and forwards to the Naval Academy leadership any of their concerns.

The Naval Academy also hosts a chapter of the Society of Black Engineers, a chapter of the Society of Hispanic Professional Engineers and the annual meeting of the Minority Alumni Association.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Student-athletes, like all midshipmen, have an opportunity to address diversity issues through the military chain of command. In addition, as previously addressed in the gender section, they may also express their concerns and or needs through the Captain's Advisory Committee, their officer representatives, who serve as their liaison with their military chain of command, or their faculty representative, who serve as their liaison with academics. These efforts are further augmented by the formal NCAA exit surveys previously discussed.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: ensure that student-athletes understand the academy's climate with regard to diversity; continue to monitor and address minority issues for student-athletes; and continue to offer institutional programs and activities that support diversity.

9. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from under represented groups or diverse backgrounds in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

The nine areas were thoroughly reviewed by both the subcommittee on Gender, Diversity, and Student-Athlete Well-Being and the Self-Study Committee as a whole. These areas were also reviewed extensively by the Naval Academy's newly established Diversity Directorate as an integral part of the Naval Academy strategic planning process. Improving diversity across all areas of the Naval Academy including faculty, coaches, staff, and the Brigade of Midshipmen has been a principle focus of the current Naval Academy leadership and has impacted all of our programs and mission elements.

- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The Naval Academy is committed to ensure all faculty, staff, coaches, and midshipmen have ample opportunities to participate in the governance and decision making processes which affect their quality of life and working climate. To this end, diverse membership is included on all major decision making bodies including the Senior Leadership Team, the Admissions Board, the Faculty Senate, the NAAA Board of Control, and the Academic Board. In addition, coaches and other athletic department personnel participate in the admissions process and the faculty promotion and tenure process.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

At the faculty and staff level, the senior administrative staff is a diverse group of individuals tasked with overseeing the athletic program at the academy. Specific responsibility for ensuring issues of diversity are

Gender/ Diversity Issues and Student-Athlete Well-Being

properly and timely addressed is assigned to the GMEAC whose membership is both diverse and representative of a cross section of the Naval Academy. Three of its six permanent members are minorities, including the chair. The Naval Academy's Chief Diversity Officer, as a member of both the Senior Leadership Team and the GMEAC provides further liaison for diversity issues to be addressed at the highest levels of the Naval Academy leadership.

For student-athletes, participation in the governance and decision-making processes of the athletics department consists of the team captains who represent their respective teams on the Captain's Advisory Committee. The team captains are elected by the team members to represent them and their interests, approved by the Director of Athletics, Commandant and Superintendent. Diversity in itself is not a specific goal of the captains selection process; however, the captains generally represent a cross-section of the Academy's student-athletes.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This area is covered in the diversity issues plan with the following goals: ensure team captains (SAAC members) encompass a diverse population; continue to monitor and address minority issues for student-athletes and staff; continue to provide leadership development and leadership opportunities for minority coaches and staff; and ensure diversity within the administration and coaches.

10. Annual review of plan for improvement. Please note: An institution should comment on this area within its Diversity-Issues plan for improvement. A narrative response under the "edit responses" link imbedded within this program area is not necessary.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A narrative response under the "edit responses" link imbedded within this program area is not necessary.

- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

A narrative response under the "edit responses" link imbedded within this program area is not necessary.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

A narrative response under the "edit responses" link imbedded within this program area is not necessary.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

A narrative response under the "edit responses" link imbedded within this program area is not necessary.

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- 10.** Using the "original plan for improvement" section, provide an institutional diversity issues plan that addresses all nine aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area (s), the institution must include an evaluation mechanism to monitor the institution's status in that program area(s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

- 11.** Describe how the institution will review its diversity-issues plan on an annual basis, including how it will compare the plan with its assessment of athletics department activities (see Program Area No. 2). Further, identify the individuals who will be responsible for this review.

A review is conducted annually by the GMEAC. Primary responsibility for the review lies with the Chair, the Senior Woman Administrator, Ms. Loretta Lamar, and the Naval Academy Chief Diversity Officer, Captain **5 U.S.C. §552(b)(6)** USN, who is a member of the GMEAC as well. They will be augmented in their efforts by the rest of the committee and the findings reported to the Director of Athletics. The Director of Athletics and the Naval Academy Chief Diversity Officer are both members of the Naval Academy Senior Leadership Team (SLT) and will serve as liaison with the remainder of the SLT in getting diversity issues addressed and included in the strategic planning process where appropriate.

- 12.** Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

Primary responsibility for the development and maintenance of the diversity-issues plan falls on the GMEAC. The members of the GMEAC represent a wide cross-section of activities and interest both within the athletics department and the Naval Academy as a whole. The Naval Academy's Chief Diversity Officer, in particular, is responsible for and involved in the identification and execution of academy-wide efforts focused on diversity. As both a member of the GMEAC and the Naval Academy Senior Leadership Team, he ensures diversity issues requiring action are identified and where required, introduced into the strategic planning process, which includes broad-based participation across all Naval Academy cost centers and offices. The diversity issues plan is reviewed by the Director of Athletics and formally approved by the Naval Academy Superintendent. The current plan covers a five year time frame and is reviewed annually.

Gender/ Diversity Issues and Student-Athlete Well-Being

Plan Date Range: 2009-10 thru 2011-12

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment and Organization.	How to best address diversity and formalize a commitment to a diverse organization.	Provide fair and equitable enrollment, employment and leadership opportunities.	Educate institutional staff on the importance of diversity within the student-athlete, staff, faculty and senior administration populations.	Superintendent, Director of Diversity, Director of Athletics.	On going
		Provide midshipmen with visible role models and mentors at the head coaching/administrator positions that represent diverse backgrounds.	Ensure institutional and athletics department publications and media efforts reflect the institution's commitment to diversity.	Dean of Admissions, Director of Diversity, Director of Athletics, Sports Information, Marketing Staff	On going
		Maintain a high level of commitment to diversity by embracing the demographic changes of tomorrow and building a department that reflects our country's make-up.	Mentor and provide professional development opportunities for minority and under represented athletic department staff.	Director of Athletics, EAC	On going
		Monitor and address minority issues for student-athletes and staff.	Conduct a comprehensive review of institutional and athletics department policies on diversity by a broad-based campus group.	Director of Diversity, Institutional Research, Director of Athletics, GMEAC	On going
Assessment.	To evaluate the diversity statement and plan to ensure objectives are being met.	Ensure NAAA partners with Admissions/Outreach to further the Academy's diversity goals and objectives.	Identify and encourage technically oriented minority prospects to enroll at the Academy.	Coaches, Admissions.	On going
			Create a culture of inclusion and encouragement to enable minority student-athlete to succeed and graduate at a rate equal to or greater than the Brigade.	Director of Athletics, Coaches, Academic Dean	On going

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
		Monitor and address minority issues for student-athletes and staff.	Continued review of department's strategic plan and diversity statement, as applicable at coach's meetings.	Director of Athletics, SWA, GMEAC, EAC.	Annually
			Conduct exit interviews and evaluations with student-athletes to evaluate that issues are being addressed.	Compliance Office, Sports Administrators, Institutional Research.	Annually.
Recruitment.	How to create programs and strategies to recruit diverse administrators, coaches and student-athletes.	Ensure the student-athlete cohort is diverse.	Diverse individuals should be used in marketing and development efforts.	Director of Athletics, Marketing, Admissions.	On going
		Recruit and graduate minority student-athletes at a rate equal or higher than the Academy's overall minority to non-minority ratio.	Educate staff members on the importance of diversity within the student-athlete population. Support institutional diversity initiatives.	Director of Athletics, Admissions, Director of Diversity.	On going
			Work with the admissions' minority outreach staff to determine annual enrollment goals for minority midshipmen.	Admissions, Director of Diversity, Coaching Staff	Annually
			Conduct exit interviews and evaluations with student-athletes to address concerns.	Compliance Office, Sports Administrators, Institutional Research	Annually
			Review recruiting policy and educational programs to ensure student-athletes are receiving assistance as needed.	Sports Administrators, Head Coaches	On going

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	S p e c i f i c Timetable for Completing the Work
			Review and evaluate the current recruiting process to ensure optimal use of sources that target diverse populations.	Head Coaches, Admissions.	On going
		Increase minority representation on coaching and administrative staff through increased recruiting and better retention.	Review search committee process to ensure consistency among hires.	Director of Athletics, Human Resources.	As needed
			Provide minority job candidates with opportunities to meet minority faculty, staff and community members, as well as community resources guide.	Director of Athletics, Human Resources, Search Committee Chairs.	As needed
			Continued diversity training to all staff as part of professional development.	Director of Athletics, Human Resources	On going
Hiring Practices.	To show a commitment to diversity in the hiring of staff and coaches.	Continue to meet institutional and department diversity goals.	Increase diversity of all coaches and staff. Advertise vacancies in relevant publications, including those that target a diverse candidate pool in order to attract the most qualified applicants.	Director of Athletics, Human Resources, EAC.	As needed
		Continue to provide student-athletes with visible role models and mentors at various staff positions that represent diverse backgrounds.	Enhance diversity by pursuing an athletics department staff that represents a range of diverse backgrounds.	Director of Athletics, Human Resources, Head Coaches, EAC	On going

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Promotion of diversity and a climate to support it must have personal significance for athletics staff.	Provide programming to highlight the significance of diversity.	Director of Athletics, Human Resources.	On going
		Ensure diversity on departmental committees.	Reach out to all facets of the department for involvement.	Director of Athletics.	On going
			Have at least one person from an underrepresented group on each hiring committee.	Director of Athletics, Human Resources.	As needed
Retention.	To provide opportunities and development to retain a diverse population of staff, coaches and student-athletes.	Ensure staff has redress to air concerns and issues.	Administer Quality of Life Survey to staff and coaches.	SWA	Bi-annually
			Continued provision of professional development for all coaches and administrative staff to encourage retention.	Director of Athletics, Human Resources.	On going
		Continue to provide equal participation opportunities to all student-athletes.	Assist institution in meeting its class composition goals. Work with minority research staff to ensure equitable school visits for prospective student-athletes of diverse backgrounds.	Director of Athletics, Admissions, Minority Outreach, Coaching Staffs	On going
		Continue to monitor and address minority issues for student-athletes.	Conduct a comprehensive review of the midshipmen population in comparison to the minority student-athlete population of all sports to ensure recruitment practices are non-discriminatory.	Institutional Research, Director of Athletics, GMEAC	Annually

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Retain minority student-athletes to ensure graduation at a number equal to or greater than the Brigade graduation rate.	Conduct exit interviews and evaluations with student-athletes to assess issues.	Compliance Office, Sports Administrators, Institutional Research.	Annually
			Ensure equal access to academic services.	GMEAC, FAR	On going
Partnerships.	Continue working with the Diversity Directorate to collaborate on diversity efforts.	Ensure minority student-athletes are taking advantage of leadership opportunities with the NAAA.	Efforts should be made to interest minority student-athletes to serve in leadership roles.	Head Coach, Sports Administrator.	On going
			Nominate minority student-athletes for the NCAA Leadership Conference.	SWA, Head Coach	Annually
		Create awareness amongst minority student-athletes of minority-centered clubs and activities on the Yard.	Provide educational tool in the student-athlete handbook.	Compliance Office	Annually
			List of resources given out at Captain's Meetings.	SWA	On going
Programs and Activities (staff and coaches).	To provide a proper forum for staff and coaches to address diversity issues.	Provide an open dialogue for success stories during the recruitment process and/or retaining minority student-athletes.	Conduct a recruiting forum to allow coaches to share best practices.	Director of Athletics, Admissions Office.	On going
			Ensure staff members are aware of the academy's diversity goals and objectives.	Director of Athletics, Director of Diversity	Annually
		Provide internal and external community with visible images of diversity.	Use diverse populations in all advertising and events.	Marketing Office, Sports Information Office.	On going

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		Provide diversity education and training for the NAAA staff members.	Ensure all staff members receive diversity training.	Director of Athletics, Human Resources.	On going
Programs and Activities (student-athletes).	To provide a proper forum for student-athletes to address diversity issues.	Ensure that student-athletes understand the Academy's climate with regards to diversity.	Provide educational sessions on diversity, tolerance and other such topics to ensure success of minority student-athletes.	Commandant's Staff, Bancroft Hall.	On going
		Continue to monitor and address minority issues for student-athletes.	Conduct exit interviews and evaluations with student-athletes to assess issues.	Compliance Office, Sports Administrators, Institutional Research	Annually
		Continue to offer institutional programs and activities that support diversity.	Ensure student-athletes are knowledgeable and have access to institutional diversity programs and activities.	SWA, Head Coaches, Sports Administrators.	ON going
Participation in Governance and Decision Making.	To involve staff, coaches and student-athletes from diverse backgrounds an opportunity to be part of the decision-making process.	Ensure team captains and SAAC members encompass a diverse population.	Ensure minority student-athletes are knowledgeable about SAAC and have equitable opportunities to participate.	Director of Athletics, SWA, Head Coaches	On going
		Continue to monitor and address minority issues for student-athletes and staff.	Provide opportunities for minority staff and coaches to interact with student-athletes.	Director of Athletics, SWA	On going
		Continue to provide leadership development and leadership opportunities for minority coaches and staff.	Provide opportunities for minority coaches and staff to attend relevant professional development events.	Director of Athletics, EAC, Head Coaches.	On going
		Ensure diversity within the administration and coaches.	Involve minority coaches and staff on search committee for position vacancies.	Director of Athletics, Human Resources.	On going

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Annual review of plan for improvement.	Provide for regular review of diversity plan to ensure meeting specified goals.	Provide plan to coaches and staff to ensure knowledgeable of components.	Provide plan and discuss elements.	Director of Athletics, SWA	Annually at Department meeting.
		Regular review to ensure meeting standards as set out.	Regular review as set out in the nine program areas to ensure in compliance.	SWA, GMEAC, EAC.	Annually

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:

- a. The original "condition" imposed;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

No conditions were imposed.

Action

No actions were required.

Action Date

No action dates were required.

Explanation for partial or non-completion

No explanations were required.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:

- a. The original plan(s);
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s); and
- d. An explanation for any partial or noncompletion of such plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

None were developed in Cycle 2.

Action

No actions were required.

Action Date

No action dates were required.

Gender/ Diversity Issues and Student-Athlete Well-Being

Explanation for partial or non-completion

No explanations were required.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

The Naval Academy has initiated a process for expanding the number of companies within the Brigade of Midshipmen's military organization from 30 to 36. This expansion and restructuring will provide more oversight and assistance in monitoring and supporting the needs of individual midshipmen by reducing the number of midshipmen assigned to each of the officers and petty officers tasked with overseeing their professional and personal development. The Naval Academy has briefed the senior leadership in the Department of the Navy and has their concurrence with this plan. Pending budget and resource approval from the Navy, expect this expansion to take place by August 2010 prior to the start of fall classes.

The Naval Academy has also increased the number and percentage of females within the Brigade to the level (above 20 percent) considered by the federal government needed to greatly reduce or eliminate the negative issues associated with being a minority. The total number of ethnic minorities has also exceeded this threshold.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

Submitted as requested by upload link.

List of attachments

1. Exit Interview Instrument.pdf

5. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

As members of the military all midshipmen have multiple avenues via their military chain of command to raise any issue or ask any question relative to their personal well-being or that of their fellow midshipmen. This includes daily interface with their immediate supervisors, scheduled Brigade calls with the Commandant and the Superintendent, and various surveys and focus groups administered throughout the academic year. In addition student-athletes have several alternative avenues to address well-being issues. These include, via their team captain and his/her membership on the Captain's Advisory Committee, via their coaches, via their Officer Representative who interfaces with their military chain of command or their Faculty Representative who interfaces with the Academic Dean's organization, or via the Senior Associate/Associate Athletic Director assigned to their team. If none of these avenues meet the student-athlete's needs, the Director of Athletics, the Senior Woman Administrator, and the Faculty Athletics Representative all maintain open-door policies.

6. Describe the athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to athletics department staff members, coaches and students.

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The grievance and appeal process for student-athletes is provided on pages 158 and 159 of the USNA Student-Athlete Handbook which is distributed to all athletics department staff, coaches and student-athletes. It states in part that "The NCAA, Patriot League, and Naval Academy Athletic Association have developed processes whereby you as a student-athlete have a right to appeal decisions that affect your eligibility or playing status. If you wish to appeal a decision, contact the Compliance Office at compliance@usna.edu".

Ms. Loretta Lamar, Associate Athletic Director for Compliance/SWA administers the process. However, Ms. [§ 552(b)(6)] FAR, serves as the chair of all appeals committees.

7. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to athletics department staff members, coaches and students.

Midshipmen are required to read and be familiar with the Midshipman Regulation Manual (COMDTMIDNINST 5400.6L). Chapter 2 of the manual describes the level of standards and interpersonal conduct expected of all midshipmen including the subjects of harassment, hazing, abusive behavior, and discrimination. Oversight of these procedures is the responsibility of the Commandant of Midshipmen (a position similar to the Dean of Students) and the midshipmen's military chain of command he supervises. He is augmented in this effort by Captain [§ 552(b)(6)] USN, Naval Academy Sexual Assault Victim Intervention (SAVI) Officer. SAVI program guidance is provided in USNA Instruction 1752.2A effective 13 February 2008. Student-athletes are reminded of these procedures on page 158 of the USNA Student-Athlete Handbook. The Handbook also describes alternate reporting avenues via the Chaplain's Office, Midshipmen Development Center, or Officer and Faculty Representatives for their respective teams.

8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

As members of the Armed Forces, midshipmen are required to adhere to all federal laws and Department of Defense regulations concerning sexual orientation and professional conduct. Foremost among these laws and regulations are the stipulations set forth in what is commonly referred to as "Don't ask, Don't tell". The foundation of this law is that one's sexual orientation or activities are neither a proper subject for discussion within a professional environment nor conducive to the "good order and discipline required" for a successful military. For this reason the Naval Academy does not invest in educational or support programs in the area of sexual orientation. The institution does, however, place great emphasis on treating all persons with respect and dignity and to be tolerant of those citizens who exercise their rights of self-expression under the Constitution midshipmen have sworn to support and defend.

As for the overall safety of all midshipmen, the Naval Academy is a military installation with limited access. Gate entrance is regulated by armed sentries and further security is provided inside the Bancroft Hall dormitory.

Gender/ Diversity Issues and Student-Athlete Well-Being

9. Using the seven program areas for student-athlete well-being issues, provided as Attachment No. 4 on Page No. 58:

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain through a plan of improvement, how the institution plans to address and deficiencies identified in its response to (c) above.

1. Organization and Structure. Policies, organization and structure of the athletics department to enhance student-athlete well-being. Commitment of the institution to enhance the overall student-athlete educational experience. How issues are monitored, evaluated and addressed on a continuing basis, including the periodic review by institutional personnel of programs and activities provided by the athletics department and institution.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

Each item has been reviewed by both the subcommittee for Gender, Diversity, and Student-Athlete Well-Being and the self-study committee as a whole. No deficiencies requiring additional action were discovered during this review process, however, the well-being of all midshipmen is monitored on a continuous basis by their chain of command and the Naval Academy leadership and any future issues will be addressed as identified.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

Midshipmen are members of the United States Navy. Therefore they report to a military chain-of-command responsible for overseeing all aspects of their personal and professional development. The chain of command monitors the health and welfare of every midshipman, especially their physical fitness and military training. All midshipmen have full, free medical coverage and they have access to both professional counseling services and legal assistance. For student-athletes the chain of command is further augmented in these areas by team coaches, trainers and Officer Representatives.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Midshipmen are assigned a faculty advisor to assist in completing all academic requirements for graduation. Each athletic team is also assigned a Faculty Representative who monitors the academic performance and progress of each student-athlete and works with their academic advisor to ensure access to academic assistance and successful completion of all scholastic requirements. Progress grades are provided twice each semester so that advisors, company officers, and the midshipmen can assess academic standing in each course.

Gender/ Diversity Issues and Student-Athlete Well-Being

Data concerning all aspects of each midshipman's personal, academic, and professional development are maintained by the Naval Academy's Office of Institutional Research in a multi-dimensional, relational database. This data warehouse is used to generate statistical information on a monthly, sport season, semester, or as requested basis by the Naval Academy's senior leadership. The information is tabulated by gender, ethnicity, and varsity athletic participation. All midshipmen are also routinely surveyed on a myriad of subjects and their responses tabulated in a similar manner.

- d.** Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies were found.

2. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department, including the student-athlete advisory committee.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

Each item has been reviewed by both the subcommittee for Gender, Diversity, and Student-Athlete Well-Being and the self-study committee as a whole. No deficiencies requiring additional action were discovered during this review process, however, the well-being of all midshipmen is monitored on a continuous basis by their chain of command and the Naval Academy leadership and any future issues will be addressed as identified.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

As members of the military, midshipmen, through their chain of command, have ample opportunity to address any issues of concern related to their physical, emotional, and spiritual well being. In addition, the Naval Academy Brigade of Midshipmen is led by the Midshipmen Leadership Organization, also known as the "Stripers". As part of midshipmens' leadership training, first class midshipmen (seniors) are assigned various responsibilities for the oversight of underclass midshipmen. This includes their academic development, physical development, moral development, and their well being. This midshipmen organization directly interfaces with the formal military chain of command ensuring issues affecting all midshipmen are addressed promptly and effectively.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Formal participation of student-athletes in the governance and decision-making processes of the athletics department, beyond that addressed in response B, are limited to team captains as members of the Captain's Advisory Committee. Informally student-athletes may influence governance or decision-making processes through their military chain of command, their coaches, or their team's Officer or Faculty Representative.

- d.** Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

The formal military structure of the Naval Academy meets this objective effectively and no improvement is considered necessary.

Gender/ Diversity Issues and Student-Athlete Well-Being

3. Student-Athlete Exit Interviews. Methods used to conduct exit interviews and description of the process to evaluate and implement outcomes; inclusion of questions to effectively measure and evaluate issues and areas related to the student-athlete experience.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

Each item has been reviewed by both the subcommittee for Gender, Diversity, and Student-Athlete Well-Being and the self-study committee as a whole. No deficiencies requiring additional action were discovered during this review process, however, the well-being of all midshipmen is monitored on a continuous basis by their chain of command and the Naval Academy leadership and any future issues will be addressed as identified.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

The student-athlete exit interviews begin with an online survey administered by the Naval Academy's Office of Institutional Research to those student-athletes completing their eligibility. IR is independent from the NAAA and experienced in the administration and analysis of such surveys. Using IR gives the student-athlete confidence that his or her privacy and anonymity will be maintained allowing for more candid and where warranted, more critical comments and program assessment. This process also falls under the purview of the NAAA which is the responsibility of his or her military chain of command. All results of the survey are forwarded to the Senior Woman Administrator for review and action. Only those deemed the responsibility of the military chain of command are forwarded to the Commandant of Midshipmen for review and subsequent action.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Once the survey results have been reviewed by the NAAA senior leadership, a representative group of student-athletes are selected for personal interviews by the associate athletic director responsible for their respective sport. A standard list of questions is used for these interviews, additional questions required to clarify interview comments/concerns are left to the discretion of the interviewer. For those student-athletes who desire to provide additional input, access to the Director of Athletics or their respective sport administrator is available any time.

In addition to the exit survey for those completing athletic eligibility, underclass student-athletes are also surveyed on a yearly basis using what is called the Student-Athlete Experience survey. Unlike the exit survey, only the cumulative results of this survey are tabulated for review and personal interviews are not conducted. This gives the student-athlete an opportunity to comment on his or her experience without sacrificing privacy or anonymity. The cumulative results are then provided to the NAAA via the Senior Woman Administrator.

- d.** Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

The military structure of the Naval Academy, the routine assessment of all midshipmen through a series of surveys and personal interviews and the current exit survey process provide all the feedback needed to fully assess the status of the athletic programs as they relate to student-athlete well being. No improvements are viewed as necessary.

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4. Programs and Activities. CHAMPS/Life Skills (or an equivalent program) or other institutional programs that address the needs and issues affecting student-athletes (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Policies and procedures in place to encourage and assure student-athletes' access to these programs.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

Each item has been reviewed by both the subcommittee for Gender, Diversity, and Student-Athlete Well-Being and the self-study committee as a whole. No deficiencies requiring additional action were discovered during this review process, however, the well-being of all midshipmen is monitored on a continuous basis by their chain of command and the Naval Academy leadership and any future issues will be addressed as identified.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

As members of the military all midshipmen including student-athletes are subject to a number of programs, activities and organizations to address their health and well-being. In many cases these programs are mandatory and access to these programs is seldom, if ever, an issue.

The Midshipman Development Center exists to promote and enhance the adjustment, well-being, and professional development of midshipmen, and to provide psychological and nutritional consultation and training to the Naval Academy staff responsible for midshipman development. Services include crisis/suicide prevention, general counseling services, nutrition services, alcohol abuse counseling, and eating disorders support. The center is staffed with professional counselors, psychologists, and nutritionists and is available to all midshipmen on a voluntary or assignment basis.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Below is a list of some of the more significant programs required of all midshipmen at USNA, including student-athletes.

Weight Control Program (COMDTMIDNINST 6110.1S) The intent of this program is to instill a lifestyle change in those midshipmen that are predisposed to having difficulty in achieving/maintaining military weight standards. This is achieved by monitoring weight and body fat measurements and helping each midshipman in the program to develop an effective regimen of physical activity augmented by a change in dietary habits. The goal is to build a commitment to lifetime fitness and a healthier quality of life.

Prevention and Management of Eating Disorders (COMDTMIDNINST 6100.1)

This instruction provides guidance for the prevention and management of eating disorders and disordered eating in the Brigade of Midshipmen and implements an Eating Disorders Program. It establishes overall responsibility for the program to a psychologist with specialized training and oversight to a Eating Disorders Prevention Team made up of representatives from various organizations on the yard as well as a midshipman to represent the Brigade.

Monitoring Environmental Conditions to Prevent Injury (COMDMIDNINST 5090.1B) This instruction promulgates policy regarding protection measures during high-heat stress index and thunderstorm/destructive weather conditions.

Midshipmen Alcohol and Drug Abuse Prevention and Control (COMDTMIDNINST 5350.1B) This instruction promulgates policy regarding the prevention of alcohol and drug abuse among midshipmen, defines clear and unambiguous standards for responsible use of alcohol, methods of monitoring drug and

Gender/ Diversity Issues and Student-Athlete Well-Being

alcohol use, and intervention procedures in cases of alcohol or drug abuse or dependency.

Alcohol Screening using Breathalyzers (COMDTMIDNINST 5350.2A) Alcohol abuse runs counter to the mission of the Naval Academy and undermines one's credibility to lead. To ensure compliance with Naval Academy policies concerning alcohol usage this instruction outlines the use of breathalyzers to screen for irresponsible drinking, underage drinking, drinking while in a duty status, and drinking when not authorized.

Shipmate Brigade Designated Driver Initiative (COMDTMIDNINST 5100.1) This program establishes a midshipmen-run designated driver organization aimed at providing other midshipmen with a reliable and safe option to return to the Naval Academy. It is coordinated with the Alcohol and Drug Education Office.

- d.** Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

The military provides a myriad of programs and activities to support midshipmens' development and well being. No additional improvements in this area are deemed necessary.

5. Time Demands. Written policies and procedures that address the institution's efforts to monitor student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Methods used to educate coaches and student-athletes about time demands and opportunities to integrate to campus life, including the periodic evaluation of such policies to ensure their effectiveness.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

Each item has been reviewed by both the subcommittee for Gender, Diversity, and Student-Athlete Well-Being and the self-study committee as a whole. No deficiencies requiring additional action were discovered during this review process, however, the well-being of all midshipmen is monitored on a continuous basis by their chain of command and the Naval Academy leadership and any future issues will be addressed as identified.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

As members of the military the daily life of all midshipmen is closely and continuously monitored including the often conflicting demands on their time. Class attendance is considered a midshipman's primary military duty and excusal requires a formal approval by a member of their military chain of command. Attendance is taken for all academic classes as well as other military duties and the number of absences and the reason for the absence is documented. The number and reason for absences for each midshipman is closely monitored by their respective chain of command. The Naval Academy Office of Institutional Research reports cumulative absences and trends to the Senior Leadership of the Naval Academy each semester.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Student-athletes are encouraged to participate in as many extra curricular activities as their schedules permit, but time studies show that in season student-athletes have less personal time and liberty time than their non-athlete midshipmen peers. The Superintendent or the Commandant occasionally offer additional leave or liberty time to student-athletes to compensate for the time lost due to competitions but this is a token amount compared to what they voluntarily sacrifice.

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In addition, each athletic team is assigned a Faculty Representative to assist in arranging academic support to cover material missed due to athletic participation. Tutors are often provided to athletic teams during travel time.

- d.** Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

All midshipmen are required to participate in athletics as part of the institution's mission. While varsity athletes tend to have more time demands associated with athletics than the average midshipman, participation in varsity sports in lieu of intramurals is voluntary and not a requirement for their attendance at USNA as would be the case if they were on athletic scholarship at a civilian institution.

Based on this physical development requirement for all midshipmen, improvements in this area are not considered necessary.

6. Travel. Written policies of the athletics department and/or institution that address the safety of student-athlete transportation (e.g., road travel; air travel, including charter policies; driver selection; training; privately-owned vehicles), including the annual evaluation of such policies to ensure their effectiveness; communication in writing of these policies to athletics department staff and student-athletes and administrator(s) responsible for institutional awareness in this area.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

Each item has been reviewed by both the subcommittee for Gender, Diversity, and Student-Athlete Well-Being and the self-study committee as a whole. No deficiencies requiring additional action were discovered during this review process, however, the well-being of all midshipmen is monitored on a continuous basis by their chain of command and the Naval Academy leadership and any future issues will be addressed as identified.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

As members of the military, travel by midshipmen is by formal order. For midshipmen traveling to sanctioned events including athletic practices and competitions, a formal Movement Order is prepared and approved by the Commandant's office. An Officer Representative travels with all athletic teams and is responsible in concert with the coaches for the midshipmen's safety, conduct, and personal well-being. Travel is normally by USNA bus or van. Travel by privately owned vehicles is not authorized. The rules for travel are provided to the coaches, Officer Representatives and Faculty Representatives at the beginning of each academic year both orally and in writing. The coaches and Officer Representatives are tasked with notifying the team members of travel rules and policies at the beginning of each sports season.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Travel for student-athletes, like any other authorized military movement order, is provided without cost to midshipmen. As stated in response B, this is normally by USNA bus or van operated by licensed and experienced operators. Air travel is by commercial or chartered air carriers.

- d.** Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

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No improvements in this area are considered necessary.

7. Medical Policies. Written policies of the athletics department and/or institution that address the health and safety of student-athletes (i.e., athletic training coverage and emergency medical plans for practices, games, strength training, skills sessions and out-of-season workouts), including the annual evaluation of such policies to ensure their effectiveness in protecting their health and providing a safe environment; communication in writing of these policies to athletics department staff and student-athletes and administrator (s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

Each item has been reviewed by both the subcommittee for Gender, Diversity, and Student-Athlete Well-Being and the self-study committee as a whole. No deficiencies requiring additional action were discovered during this review process, however, the well-being of all midshipmen is monitored on a continuous basis by their chain-of-command and the Naval Academy leadership and any future issues will be addressed as identified.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

As members of the military, the health and well-being of each midshipman is a principle responsibility of his or her military chain of command. Written policy concerning medical and dental facilities and their usage is contained in Chapter 8 of the Midshipman Regulations Manual. In addition to the Commandant of Midshipmen, the availability of care, the quality of the care, and professional performance of medical personnel falls under the purview and oversight of the Brigade Medical Officer, a member of the Naval Medical Corps.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

All student-athletes have equal access to all sports medicine, strength and conditioning, and training room services. Trainers are assigned to every sport and signs are posted in athletic facilities indicating trainer assignments and schedules as well as emergency protocols. Trainer coverage is priority assigned based on safety requirements of the sport. In addition, on-call physicians and trainers are available and physicians often attend sporting contests where risk of injury is highest.

All USNA athletes are schooled and trained on techniques and importance of issues such as long term health, concussions, monitoring, training, use of performance-enhancing nutritional supplements, safe weight-lifting, stretching, and work-out techniques by the Assistant Athletic Director for Sports Medicine and his Training Staff, the Associate Athletic Director for Sports Performance and strength staff, and the Associate Athletic Director for Compliance/Senior Woman Administrator.

These issues mentioned above are all top-burner concerns of the NCAA. They continue to study and address these items. At the Naval Academy we take each of these seriously and do all that we can to ensure the health and well being of all of our midshipmen athletes, regardless of their sport. In particular, concussions are a concern. In college athletics, many concussions go unreported. At the Naval Academy we emphasize the importance for the athlete to report instances as soon as they occur. Athletes react differently to concussions. The best prevention is education. Athletes, especially football players, are schooled in the dangers and consequences of hitting with their head. Fitting helmets properly is important, and a deterrent to concussions. At the Naval Academy, helmets are individually fitted to each football player. Well-fitted helmets are not the only deterrent to concussions. Other equipment is important such as properly fitted mouth pieces.

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While athletes must report the concussion, follow-up is also very important. Every concussion case is unique. For example, a CT scan will not show concussion unless there is bleeding. Symptoms vary widely. At the Naval Academy each concussion treatment is individualized.

Medical emergencies which occur while away from the Naval Academy are handled by the nearest emergency medical treatment center and expenses are fully covered by the Department of Defense.

- d.** Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

Medical services and policies are consistent and available for all midshipmen. No specific improvement in this area is considered necessary.

- 10.** If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

No specific plans for improvement in the area of student-athlete well being were developed as a part of the current self-study. General plans for improvement in this area for all midshipmen are addressed, however, in the Naval Academy Strategic Plan. The Plan was developed through a process which included broad Academy-wide participation, been formally approved by the Naval Academy leadership, and is reviewed quarterly by representatives from all Academy cost centers, offices, and organizations including the NAAA.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements	Goals	Steps		
Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No plan was required.				

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

	Year	Racial or Ethnic Group																				
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F							3	3	2				18	18	18						
Other Professional Athletics Dept. Staff	F							4	4	4				36	36	34						
	P													6	6	5						
Head Coaches	F				2	2	1	2	2	1				26	26	27						1
	P																					
Assistant Coaches	F							7	7	7				43	43	43						
	P							1	1	1				14	9	9						
Totals (for Athletics Dept. Personnel)	F	0	0	0	2	2	1	16	16	14	0	0	0	123	123	122	0	0	0	0	0	1
	P	0						1	1	1				20	15	14						
Faculty-Based Athletics Board or Committee Members																						
Other Advisory or Policy-Making Group Members																						

Name of person completing this chart: Loretta Lamar

Title: Assoc. AD/Compliance

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	21	30	51	130	131	148	122	123	162	420	390	364	2477	2490	2509	52	51	48	246	182	127
Student-Athletes	3	6	7	25	28	32	78	78	93	50	57	61	895	911	929	0	0	0	56	45	29

Name of person completing this chart: 5 U.S.C. §552(b)(6)

Title: Director of Institutional Research

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

	Racial or Ethnic Group																				
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			NR Alien (N)			Other (N)		
Sports** Year	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball	1	0	0	1	1	1	1	2	2	4	3	3	32	35	33	0	0	0	0	0	0
Men's Basketball	0	0	0	1	1	1	4	5	5	1	1	0	7	9	9	0	0	0	1	0	0
Football	0	0	0	3	4	6	44	41	48	2	4	3	106	96	95	0	0	0	5	5	3
Men's Track / Cross Country	0	0	0	1	3	4	8	12	15	1	2	2	67	55	49	0	0	0	6	3	3
Men's Other Sports and Mixed Sports	2	5	6	13	12	13	9	12	14	27	34	36	486	541	563	0	0	0	26	23	16
Women's Basketball	0	0	0	0	0	0	1	0	1	0	0	0	10	12	17	0	0	0	3	2	0
Women's Track / Cross Country	0	0	0	2	2	2	13	9	10	4	4	5	55	55	54	0	0	0	7	10	6
Women's Other Sports	0	1	1	5	5	5	0	1	3	12	10	12	147	127	134	0	0	0	9	4	1
Total	3	6	7	26	28	32	80	82	98	51	58	61	910	930	954	0	0	0	57	47	29

Name of person completing this chart: 5 U.S.C. §552(b)(6)

Title: Director of Institutional Research